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ABSTRACT

The College Assistance Migrant Program (CAMP), a one-year college program, is designed to facilitate access and, with comprehensive support activities, the successful completion of two semesters of college for qualified migrant students. Combining university and program resources, CAMP provides total financial aid to cover tuition, fees, and other normal expenses. The university guarantees CAMP students completing their freshman year the additional financial aid to complete their undergraduate studies if they remain in good academic standing and make normal academic progress toward a degree. High school and GED (General Educational Development) graduates are recruited from all parts of the nation; the majority come from Texas and Florida. Program components include recruitment, academic coordination and curriculum, summer enrichment and orientation, freshman studies/basic skills, tutoring, counseling, dorm life, and medical services. This report provides information on CAMP's accomplishments in each program component during the 1981-82 academic year. Data indicate that of 104 students beginning the fall semester, 91 finished with an average grade point average (GPA) of 2.67 and an average of 13.65 credit hours, and that of 88 students beginning the spring semester, 83 completed with an average GPA of 2.54 and an average of 12.78 credit hours. These results marked improved success levels in student performance. (NQA)

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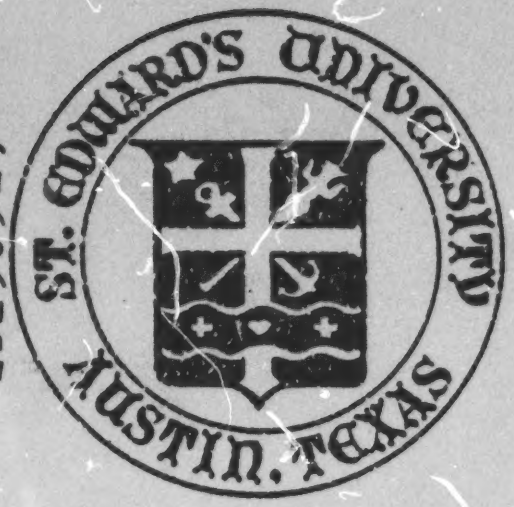

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College Assistance Migrant Program

End of the Year Report

1981-1982

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COLLEGE ASSISTANCE MIGRANT PROGRAM

1981 - 1982

by

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ST. EDWARD'S UNIVERSITY

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DEDICATION

This 1981-1982 End of the Year Report for St. Edward's University College Assistance Migrant Program

Is Dedicated To

Brother Raymond Apicella

Brother Romard Barthel

Brother Lou Coe

Brother James Hanson

In appreciation of their commitment and unselfish contributions on behalf of the education of the migrant and seasonal farmworkers at St. Edward's University.

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ABSTRACT

The College Assistance Migrant Program (CAMP) is a one-year college program funded by the United States Department of Education. The program is designed to facilitate access and, with comprehensive support activities, the successful completion of two semesters of college for qualified children of migrant and seasonal farmworkers. This college experience provides a real option to a lifetime of migratory labor and the opportunity for migrant students to complete a college degree heretofore not available to this population.

The College Assistance Migrant Program (CAMP) combines University resources with program resources. It provides total financial aid consisting of grants and scholarships to cover tuition, fees, and other normal expenses. All CAMP students who complete their freshman year are guaranteed by the University the additional financial aid to complete their final undergraduate studies on the condition that the student remains in good academic standing and is making normal academic progress toward a degree.

High school and GED graduates are recruited by a CAMP admissions counselor located in the regular University Admissions office. Eligible students are selected from all parts of the nation; the majority come from Texas and Florida. Each student begins the CAMP year with a two week enrichment program prior to the regular freshman orientation.

During enrichment, a pre-college program of "catch-up" instruction, students receive assistance from both professional and para-professional (seasoned, upper-division students) counselors. This assistance remains constant throughout the academic year. Also, at this time, students begin their individualized academic and career planning. Experienced curriculum support staff provides each student with an individualized academic profile that includes courses necessary to attain their degree.

The enrichment program is complemented by an extra-curriculum of study that provides each student with an opportunity to learn those social and classroom behavioral skills normally associated with academic success. Each student is required to sign a "CAMP contract" which stipulates the support services he/she can expect from the program as well as what the program can expect from each student. All students live in University residence halls their first year - a University requirement for all non-commuting freshman students.

CAMP Enrollment and Retention Results 1972-1981

	72-73	73-74	74-75	75-76	76-77
Enrolled	72	124	143	109	175
Dropped	36	18	16	11	15
Completed	34	98	123	98	160
Transferred	4	9	5	0	2
Success Rate*	54%	83%	89%	90%	92%

*Students who remained in school either at St. Edward's or another institution and did not return to migrant farm work.

Enrollment and Retention Results (continued)

	77-78	78-79	79-80	80-81	81-82	Total
Enrolled	125	119	122	118	104	1,211
Dropped	11	13	25	11	13	168
Completed	114	96	88	107	91	1,043
Transferred	5	4	5	0	2	36
Success Rate	95%	94%	90%	90%	89%	87%

PREFACE

The College Assistance Migrant Program (CAMP) is one part of the investment of private and public dollars made over the past decade to increase the participation of low income and minority students in higher education. It began in the summer of 1972 with a grant from the Office of Economic Opportunity, was later transferred to the Department of Labor and is now a permanent part of the Department of Education.

CAMP is an academic intervention program for eligible high school migrant student graduates. It is designed to ameliorate most of the access and retention problems that non-traditional students experience in traditional college settings. There is sufficient data available to show that these especially targeted students, when provided direct CAMP intervention services, develop significantly improved grade point averages (GPAs), desirable retention rates, and college completion characteristics.

The St. Edward's University CAMP students come astonishingly close to completing their degrees alongside non-migrant students. And what appears most amazing is that while most migrant students who start high school never finish, migrant students who start CAMP not only finish but complete college degrees in higher numbers than their non-migrant Chicano, Black and Anglo student counterparts. Obviously the CAMP experience has enhanced and continues to greatly enhance the educational achievement of migrant students. This success in college greatly increases their lifetime earning power as tax-paying citizens, massive change from their traditional poverty status.

During the past ten years at St. Edward's, the program has assisted the University in overcoming the most perplexing barriers facing traditional colleges trying to address the needs of underprepared freshmen. First, to bridge the gap between the student's preparation level and the competencies required by the college; and second, to develop those skills needed by the students to persist in and successfully complete college. A traditional University curriculum centers on courses and activities which presuppose certain academic achievement and social maturity levels. For the most part, program students have not yet reached such achievement levels. Through CAMP, the University diagnoses the students' real preparation levels and at the same time uses CAMP to enhance the students' opportunity to develop these innate abilities and aspirations necessary to complete college. The CAMP solution is to integrate traditional college curriculum requirements into a non-traditional academic support while simultaneously providing each student an extra curriculm of academic and social survival and adjustment.

A general summary of the past ten years demonstrates that the sons and daughters of farmworkers have been successful in both accessing and persisting at St. Edward's University. Approximately 90% of all CAMP participants have completed at least one full year of college. Their grade point average for the freshman year is about 2.4 with slightly less than 14 hours of academic credit earned per semester. Over 1200 students have entered the program and some 900 have either graduated from college, are still in college, are in some other type of postsecondary training or are employed full time. No successful participants have returned to migrant and seasonal farmwork as their chief source of income.

More specifically for this year's program, 104 began the fall semester and 91 of these completed the semester. Of the 104 who began in the fall, 91 were first-time students and 13 returned for their second semester. The fall semester average GPA was 2.67 and the average credit hours earned were 13.65. During the spring of 1982, 88 students began with 73 students returning for a second semester and 15 students beginning their initial semester. The 83 students who completed this semester had an average GPA of 2.54 and averaged 12.78 credit hours.

These results were encouraging for they marked improved levels of success in student performance. Significant among the factors which contributed to this were the integration and coordination of the program within the University systems. Faculty feedback, integrated recruitment in the Admissions Office, and general cooperation are but a few of these factors which have contributed to a successful year for St. Edward's CAMP.

The success of the CAMP program during the 1981-82 year is a reflection of the dedication and sincere concern of the program staff: Larry Rincones, Associate Director/Academic Advisor; Gayle Johnson, Tutor Coordinator/ Assistant Academic Advisor; John Graves, Freshman Studies Coordinator/ Basic Skills Specialist; Meliton Moya, Counselor, and Manuel Juarez, Admissions Counselor.

A note of appreciation is also extended to J. Fraser Brown, our office professional, whose quality services and organization were essential to the success of the program.

Final thanks are extended to the tutors, facilitators, student workers, faculty, and administration of St. Edward's University, as well as to those local, state, and federal supporters whose contributions have made the program a success.

Section I

General Needs

Evidence of Migrant Student Needs in Higher Education:

Minority college students, particularly from the migrant stream, are underrepresented in higher education. As a group these students are clearly below the national average and educational indices. The evidence has been documented over and over that predominantly first generation, low income minority ethnic groups come from two-parent working class families, whose fathers are semi-skilled and whose per capita income is lower than the national average. This near poverty existence and poor college preparation have contributed to their exclusion from post-secondary educational opportunities. For the most part, these families have:

1. contributed their labors to the production of the nation's wealth and have had little in return;
2. been excluded from the opportunity for membership in labor unions, special interest groups, or other groups with vested economic and political power;
3. little or no formal education and a low level of literacy;
4. little or no use of hospitals, libraries, banks, school resources, health insurance benefits, or worker compensation benefits;
5. limited control over their destinies, thus exhibiting the feeling of powerlessness and hopelessness;
6. limited motivation for economic planning; and
7. a strong dislike for institutions of the dominant class such as police, school or government officials and the church.

Public school education for minority college students has left them underprepared and behind the traditional college-bound student population both in academic achievement and in the acquisition of the basic learning skills. This fact is reflected in the high rate of school drop-outs among this population. At every grade level of education the minority students show the lowest rates of educational achievement for low income, minority ethnic group populations. A good example is the incidence of poverty for non-Anglo persons with an eighth grade education, which was, in 1978 in Texas, about 32.3%, greater than the national figure of 23.9%

Section II

Specific Needs

A. SIGNIFICANCE OF CAMP NEED TO THE DEPARTMENT OF EDUCATION

Specifically through CAMP, the Department of Education has guaranteed the qualified migrant student a program that provides:

1. Equality Education: CAMP has established equal access to school systems that have been historically underrepresented with students from migrant farmworker backgrounds. It provides the eligible student the opportunity to attend classes, to learn with, to live with, and to work with a heterogenous population that is representative of all classes of society;

2. Equal Recognition of Skills: CAMP promotes and establishes an educational program based on the skills brought into the program by the migrant student, not on the skills by which the traditional student is judged. Universities hosting CAMPs recognize that test scores might not reflect what has been learned, but rather what previous school systems have failed to teach;
3. Entry Levels Into High Stakes Occupational Opportunities: Since the migrant students find little chance to compete for occupations normally associated with economic success without extensive academic credentials and since employers insist on diplomas as those credentials for entry into occupations that offer long-term employment, CAMP provides the formal educational opportunities necessary to successful completion of those credentials that have more than a casual relationship to success in the American labor market.

While the validity of formal education as certification for employment and for compensation for employment is questionable, there is a high correlation between marginal (migrant farmwork) employment and limited formal education.

B. SIGNIFICANCE OF CAMP NEED TO ST. EDWARD'S UNIVERSITY

St. Edward's University historically has devoted a significant amount of energy to serving the needs of low-achieving students. Through CAMP, the University is able to extend this tradition to migrant farmworker students who may need a full complement of supportive services better to insure a positive learning and living experience.

WITHIN THIS CONTEXT, CAMP:

1. Serves as an agency within the University for the administration and coordination between the migrant student and the University faculty, student body, and administration.
2. Provides all supportive services to CAMP students at both the academic and social levels focussing upon the professional dimensions of counseling, curriculum advisement, tutorial assistance, fiscal management, student life enrichment, administration, admission, academic retention, and the aid of educational specialists in minority education.
3. Engages in educational research and development designed to contribute to an understanding of the learning processes and to the improvement of education of migrant/seasonal farmworker youths both at the local and national levels of higher education.
4. Cooperates with other migrant agencies, social agencies, state educational systems and federal programs having educational functions with similar populations on such matters as program planning, evaluation, continuing education, and professional placement.

c. SIGNIFICANCE OF CAMP NEED TO THE CHILDREN OF MIGRANT FARMWORKERS

The College Assistance Migrant Program provides a formal educational opportunity to children of migrant farmworkers who historically had been excluded from such opportunity. The program is designed to provide development of both intellectual competencies and attitudes necessary to successful completion of four-year university credentials.

Included within the program are experiences and opportunities for pre-vocational training, normal student development, and meaningful work activities to include:

1. Work Opportunities: More jobs require more training than ever before, and this will continue. College credentials historically have led to better paid and more satisfying jobs. Job satisfaction, rapid adjustment to work environment, and the advance potential associated with college credentials are generally true. It is estimated that the private returns to college-educated persons are $100,000 or more in lifetime earnings and after taxes;
2. Decision Making: Workers must make more and more difficult and farsighted decisions as society becomes more mobile and its products and services become more complex. College experiences tend, to a great degree, to develop the tools to meet this difficult decision-making process. Also, students with college level experiences tend to develop more effective health care standards, to discriminate better in the purchase of goods and services, to become wiser investors of money, and to give greater interest in the care and education of their children;
3. Lifetime Employment Options: College training enhances job options for the individual. This training generally provides options in living locations, in choice of mates, and in lifestyles. Therefore, college credentials most often allow the individual both more opportunities to make job choices and a base line to evaluate those opportunities before making decisions.

The talents of the migrant student should be developed to their fullest extent. College learning combined with CAMP's extensive support system has greatly facilitated students in making the transition from the rough realities of a highly transient and substandard poverty experience to a successful college experience.

Section III

Background Profile

ECONOMIC, EDUCATIONAL, SOCIAL CHARACTERISTICS OF MIGRANT STUDENTS IN HIGHER EDUCATION

The characteristics of CAMP students as they enter college are atypical of the general student population found in higher education and, thus, a brief presentation of data describing this group is provided for background understanding. The following data is taken from the students who answered the background questionnaire over the past years.

Eighty-five per cent of the students entering the program listed Texas as their home. The remaining percentages listed Florida as their home. Ninety per cent of the students were Mexican-American, and the remaining percentages were a combination of Black and native Americans.

Variable	Traditional High School Graduates - Mean Data			Non-Traditional High School Graduates (General Educational Development Program) Mean Data		
	Male	Female	Average	Male	Female	Average
High School Grade Point Average	2.55	2.86	2.72	-	-	-
General Educational Development Test Score (900)	-	-	-	47.67	51.0	48.5
Scholastic Aptitude Test Scores (SAT)	736.60	669.44	697.90	828	-	828
Size of Graduating Class	238	269	255	-	-	-
Years of Formal School Before Drop-Out	-	-	-	8.33		8.33

Female students averaged almost 18 years of age. Male students were also 18 years of age. Four per cent of the student population were under 18 years of age, and two students were over 21 years of age. Traditional high school graduates came from high schools with a predominantly Mexican-American population. Twenty-four per cent of the students listed their high school as generally integrated.

The non-traditional graduates (GED) earned their certificate through the High School Equivalency Program. Thirty-six per cent of all students listed their high school curricula as general or vocationally oriented. Of the remaining students, forty-five per cent of the students listed it as commercial, six per cent of the students indicated it was none of these, and eight per cent of the students did not respond. Eighty-eight per cent of the students indicated some participation in high school extra-curricular activities. The main activities listed were school sports and special interest clubs. Students listed sports, either intramural or varsity level participation. Seventy-eight per cent of the students either worked full time or part-time before entering the University. Fifty-nine per cent listed hourly earning in excess of $2 per hour.

The College Assistance Migrant Program students' families averaged six per cent of family members still living at home. The average family incomes are just over $5241 per year. All the parents were listed as having done farmwork as the major source of income. The father was listed as the primary earner ninety-five per cent of the time. Other principle wage earners listed were older brothers or sisters or other relatives.

Fifty-seven per cent of the students indicated that their parents had never participated or belonged to a local Parent-Teacher Association (PTA). Forty-two per cent of the students listed their parents as belonging to such an organization, but no one parent was listed as ever serving on a PTA Board.

Seventeen per cent indicated that their fathers had no formal education. Forty-two per cent of the fathers had less than six years of education, and ten per cent said their fathers had six to eight years of school. Fathers were listed as having some high school graduates, although two fathers had graduated from GED programs. Two had special training after high school. One father was listed as having some college experience, and about one per cent had some graduate work aside from being a college graduate. Seven per cent of the students did not know how much education their fathers had.

Nine per cent of the students indicated that their mothers had received no formal education. Twenty-seven per cent of the mothers had received six years or less of formal education. Twenty-six per cent of the mothers had received between six and eight years of formal schooling. Thirteen per cent of the mothers had some high school, four per cent of the mothers had graduated from high school with one per cent receiving her degree through the GED program. Of the remaining mothers, three per cent had special training after high school, one per cent had no college, two per cent had some college or were college graduates, and eight per cent of the students did not know how much education their mothers had.

Six per cent of all students indicated they lived on a ranch or farm. Twenty-six per cent of all students indicated they had lived in towns of five thousand or less population. The remaining percentages listed their home town sizes as between ten and twenty-five thousand.

Forty-two per cent of all fathers were born in Texas, fourteen per cent of all fathers were born in other states of the United States, and forty-two per cent of all fathers were born in Mexico. The remaining percentages did not know the birthplace of their fathers.

Forty-eight per cent of all mothers were born in Texas, and thirty-eight per cent were born in Mexico. Eleven per cent of all mothers were born in states other than Texas, and one per cent student did not know where his mother was born.

Ninety-four per cent of all students listed loans, grants, scholarships, summer earnings, and part-time work as the financial aid base for paying University costs. Six per cent of the students indicated that they could expect financial aid from their parents.

Forty per cent of all students listed interest in graduate school following graduation. Fourteen per cent of the students indicated a preference for obtaining work in their home communities upon graduation. Thirty-four per cent indicated that they expected either to work for state or federal government agencies after graduation, and seventeen per cent indicated a strong interest in working at an educational institution. The remaining percentages listed a host of other careers primarily in industry or small business firms.

Students' initial degree plans by major area of interest are reported in TABLE 2.

TABLE 2

COLLEGE ASSISTANCE MIGRANT PROGRAM STUDENTS' INITIAL DEGREE PLAN

Major Area	Percentage
Educational Degree (Teaching)	16.90%
Biological Sciences	5.63%
Engineering	4.23%
Social Sciences	29.58%
Humanities	1.41%
Business Administration	25.35%
Law/Medicals	16.90%
TOTAL	100.00%

Section IV

CAMP Components

The program encompasses all supportive services for CAMP-affiliated students during their initial year of college. Program services are therefore structured to alleviate the seemingly endless bureaucracy of traditional entrance systems, and the "cultural shock" experienced by these students as they begin the orientation and advising processes found on the campus, and the problems they encounter as they proceed into the academic and social scene of the University. CAMP-affiliated students are provided assistance in the following areas:

Recruitment
Academic Coordination and Curriculum
Summer 1982 Enrichment Program and Orientation
Freshman Studies/Basic Skills Program
Tutor Program 1981-82
Counseling Data Narrative
Dorm Life
Medical Services

STUDENT ADMISSIONS ACTIVITY

FALL 1981

The CAMP program enrollment for fall 1981 consisted of ninety-one (91) first semester students and thirteen (13) second semester students for a total of one hundred four (104) students. These students registered for classes. Ninety-one (91) completed the semester while thirteen (13) did not. The characteristics in terms of graduation for the 104 students who registered for classes included: thirteen (13) G.E.D. graduates, and ninety-one (91) high school graduates. Of the first-semester students who withdrew during the fall semester of 1981, eleven (11) were high school graduates and two (2) were G.E.D. graduates. Of the second semester students who withdrew (2 of them), both were G.E.D. graduates.

The transition rate (those returning for their second semester) was 11/18. Eleven of those completing their first semester previously, returned for their second semester. Two students returned to complete their second semester after having skipped one semester (completed first semester - fall semester 1980 - and skipped spring 1981, then returned for fall of 1981). Retention results for the second semester were: eleven (11) of thirteen (13) completed the semester. Only seven (7) did not return for their second semester although they had completed the spring semester (their first semester).

ETHNIC BACKGROUND

In the fall 1981 semester, Mexican-Americans made up the largest group in regard to ethnicity of first-semester students. Eighty-eight (88) Mexican-Americans, three (3) Blacks, and none of any other ethnic background were enrolled as first-semester students in the fall of 1981.

Thirteen (13) CAMP students returned to enroll for their second semester in the fall of 1981. Their ethnic background composition was 100% Mexican-American.

GEOGRAPHICAL BACKGROUND

1st Semester

81 - Texas
6 - Florida
2 - California
1 - Washington
1 - Minnesota

2nd Semester

9 - Texas
2 - Florida
1 - Colorado
1 - Virginia

DIPLOMA TYPE

Fall 1981 1st-Semester Students

	H.E.P.	H.S.G.	TOTAL
Females	1	29	30
Males	7	54	61
Total	8	83	91

Fall 1981 2nd-Semester Students

	H.E.P.	H.S.G.	TOTAL
Females	3	2	5
Males	2	6	8
Total	5	8	13

GEOGRAPHIC BACKGROUND

FALL 1981

	1ST SEMESTER STUDENTS					2ND SEMESTER STUDENTS				GRAND TOTAL							
	CA	FL	MN	TX	WA	FL	TX	CO	VA	CA	FL	MN	TX	WA	VA	CO	TOTAL
FEMALES	0	1	1	27	1	1	3	0	1	0	2	1	30	1	1	0	35
MALES	2	5	0	54	0	1	6	1	0	2	6	0	60	0	0	1	69
TOTAL	2	6	1	81	1	2	9	1	1	2	8	1	90	1	1	1	104

STUDENT ENROLLMENT ACTIVITY

FALL 1981

	1ST SEMESTER STUDENTS							2ND SEMESTER STUDENTS							GRAND TOTAL
	H.E.P.		H.S.G.		Total	Total	TOTAL	H.E.P.		H.S.G.		Total	Total	TOTAL	
	F	M	F	M	H.E.P.	H.S.G.		F	M	F	M	H.E.P.	H.S.G.		
Number of Students Registered	1	7	29	54	8	83	91	3	2	2	6	5	8	13	104
Number of Students Withdrew	1	1	2	7	2	9	11	1	1	0	0	2	0	2	13
Number of Students Completed Semester	0	6	27	47	6	74	80	2	1	2	6	3	8	11	91

ETHNIC BACKGROUND

Fall 1981 First Semester Students

	Puerto Rican		Anglo Am.		Black Am.		Mexican Am.		Grand Total
	HEP	HSG	HEP	HSG	HEP	HSG	HEP	HSG	
Females	0	0	0	0	0	0	1	29	30
Males	0	0	0	0	1	2	6	52	61
Total	0	0	0	0	1	2	7	81	91

Fall 1981 Second Semester Students

	Puerto Rican		Anglo Am.		Black Am.		Mexican Am.		Grand Total
	HEP	HSG	HEP	HSG	HEP	HSG	HEP	HSG	
Females	0	0	0	0	0	0	3	2	5
Males	0	0	0	0	0	0	2	6	8
Total	0	0	0	0	0	0	5	8	13

STUDENT ADMISSIONS ACTIVITY

SPRING 1982

Enrollment for the spring semester occurs at a much lower scale for students that enroll for their first semester in the spring session. There were sixteen (16) new students who enrolled in the spring. The first semester, spring 1982 students were made up of a combination of one (1) H.E.P. student and fifteen (15) high school graduates. During the course of this semester, none (0) of the G.E.D. graduates and two (2) high school graduates withdrew from the CAMP program.

Enrolled	Completed 1st Semester
16	14

Seventy-two (72) students enrolled to complete their second semester in the CAMP program. All of these students with the exception of four (4), completed their freshman year at St. Edward's University with CAMP affiliation.

Enrolled	Completed 2nd Semester
72	68

ETHNIC BACKGROUND

There has always been great effort extended toward recruiting students from various backgrounds. However, because the migrant population among Mexican-Americans is so high in Texas, the majority of our CAMP students are Mexican-Americans. Recruitment is also done nationally.

SPRING 1982

101 Mexican-Americans	94.5%
6 Black Americans	5.5%
0 Anglo Americans	0

ETHNIC BACKGROUND

SPRING 1982 - 2ND SEMESTER STUDENTS

	Puerto Rican		Anglo Am.		Black Am.		Mexican Am.		GRAND TOTAL
	HEP	HSG	HEP	HSG	HEP	HSG	HEP	HSG	
FEMALES	0	0	0	0	0	0	0	25	25
MALES	0	0	0	0	1	1	3	42	47
TOTAL	0	0	0	0	1	1	3	67	72

SPRING 1982 - 1ST SEMESTER STUDENTS

	Puerto Rican		Anglo Am.		Black Am.		Mexican Am.		GRAND TOTAL
	HEP	HSG	HEP	HSG	HEP	HSG	HEP	HSG	
FEMALES	0	0	0	0	0	1	1	7	9
MALES	0	0	0	0	0	2	0	5	7
TOTAL	0	0	0	0	0	3	1	12	16

DIPLOMA TYPE

SPRING 1982 - 2ND SEMESTER STUDENTS

	H.E.P.	H.S.G.	TOTAL
FEMALES	0	25	25
MALES	4	43	47
TOTAL	4	68	72

SPRING 1982 - 1ST SEMESTER STUDENTS

	H.E.P.	H.S.G.	TOTAL
FEMALES	1	8	9
MALES	0	7	7
TOTAL	1	15	16

STUDENT ENROLLMENT ACTIVITY - SPRING 1982

	First Semester Students						Second Semester Students						Grand Total
	H.E.P.		H.S.G.		Total	Total	TOTAL	H.E.P.		H.S.G.		Total	Total	TOTAL	
	F	M	F	M	H.E.P.	H.S.G.		F	M	F	M	H.E.P.	H.S.G.		
Number of Students Registered	1	0	8	7	1	15	16	0	4	25	43	4	68	72	88
Number of Students Withdrew	0	0	1	1	0	2	2	0	0	2	2	0	4	4	6
Number of Students Completed Semester	1	0	7	7	1	13	14	0	4	23	41	4	64	68	82

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GEOGRAPHIC BACKGROUND - SPRING 1982

	1st Semester Students					2nd Semester Students					Grand Total					
	TX	FL	WA	CA	MN	TX	FL	WA	CA	MN	TX	FL	WA	CA	MN	TOTAL
FEMALES	7	1	1	0	0	23	1	1	0	0	30	2	1	0	0	33
MALES	4	2	0	1	0	42	3	0	2	1	46	5	0	3	1	55
TOTAL	11	3	1	1	0	65	4	1	2	1	76	7	1	3	1	88

ACADEMIC RESULTS

Fall Semester 1981

A total of ninety-one (91) students in CAMP completed the fall semester, 1981, out of a total of 104 students who began the semester. The following data is based on grades other than Incomplete (I), which were submitted to the registrar by instructors for the fall semester. For the purpose of the report, grades of "I" were assigned zero (0) credit and were not included in the computation of grade point averages.

The mean grade point average (GPA), based on a 4.00 scale, earned during the fall semester by students in CAMP was 2.67. CAMP-affiliated students also earned an average of 13.65 semester hours of credit exclusive of credit earned by proficiency examinations during the St. Edward's University Orientation for new students. When examination credit is included, the average number of semester hours credit gained by the students in CAMP during the fall semester was 18.01.

MEAN GPA'S AND CREDITS EARNED BY VARIOUS
SUB-GROUPS OF CAMP-AFFILIATED STUDENTS
Fall Semester, 1981

SUB-GROUP	NUMBER	GPA	HOURS EARNED IN CLASSES
First Semester H.S.	74	2.67	13.8
First Semester GED	6	2.63	12.5
First Semester Males	53	2.71	13.7
First Semester Females	27	2.58	13.6
First Semester Total	80	2.66	13.7
2nd Semester H.S.	8	2.46	12.8
2nd Semester GED	3	2.70	10.3
2nd Semester Males	7	2.58	13.4
2nd Semester Females	4	2.42	10.0
2nd Semester Total	11	2.52	12.18
H.S. Students Total	82	2.65	13.7
GED Total	9	2.65	11.7

SUB-GROUP	NUMBER	GPA	HOURS EARNED IN CLASSES
Male Students Total	60	2.69	13.71
Female Students Total	31	2.56	13.19
First Semester Males GED	6	2.63	12.50
First Semester Females GED	0	0	0
2nd Semester Males GED	1	3.00	15.00
2nd Semester Females GED	2	2.55	8.00
1st Semester Males H.S.	47	2.72	13.90
1st Semester Females H.S.	27	2.58	13.60
2nd Semester Males H.S.	6	2.52	13.16
2nd Semester Females H.S.	2	2.30	12.00
Total - All Students	91	2.67	13.65

Male students out-performed their female counterparts somewhat in both grades and credit earned. The mean GPA for males was 2.69 while the mean GPA for females was 2.56. Males completed an average of 13.71 semester hours in classes and females completed 13.19 semester hours.

First semester students out-performed second semester students in both. GPA for second semester students was 2.52 with a mean hour earning of 12.18. The mean GPA for first semester students was 2.66 with a mean hour earning of 13.7.

High school graduates and GED students both had a mean GPA of 2.65. However, high school graduates earned 13.7 hours while GED graduates earned 11.7 hours.

Grades Earned by CAMP-Affiliated Students in Selected Courses Fall 1981

A = 4
B = 3
C = 2
D = 1

I - Incomplete
W - Withdrew
P - Pass
NP - No Pass

Course Type	Number Receiving Each Grade									
	A	B	C	D	F	I	W	P	NP	Total
Administrative Services	4	4	1				1			10
Art	3	8	2				1			14
Behavioral Sciences	5	5	8	2	1		3			24
Biology		3	1	2			1			7
Business Administration	8	6	9	2						25
Chemistry	2	5	2	2	1		7			19
Computer Science	2	3	5	2			7			19
Criminal Justice	6	4	6	1						17
Education		1								1
English 7	8	13	6						4	31
English 8		3	1				1			5
English 10	1	17	26						5	49
English 13			2		1					3
Foreign Languages	7	14	9	1		1	3			35
History	3	7	17	1			2			30
Humanities 10	4	29	15						1	49
Listening Lab								46	2	48
Math	26	13	9	2	1					51
Math Lab								1	4	5
Music		4	1				1			6
Philosophy 11							1			1
Physical/Health Ed.	2	2	1	1			1			7
Political Science			1							1
Reading Lab								39	3	42
Religious Studies			3	1						4
Speech 17		1	2	3			1			7
Theatre Arts			2							2
Writing Lab						2		40	7	49
Total	81	142	129	20	4	3	30	126	26	561

GRADE POINT AVERAGES IN SELECTED CLASSES
Fall, 1981

COURSE TYPE	GRADE POINT AVERAGE	NUMBER
Administrative Services	3.33	9
Art	3.07	13
Behavioral Sciences	2.52	21
Biology	2.16	6
Business Administration	2.80	25
Chemistry	2.41	12
Computer Science	2.41	12
Criminal Justice	2.88	17
Education	3.00	1
English 7	3.07	27
English 8	2.75	4
English 10	2.43	44
English 13	1.33	3
Foreign Studies	2.87	31
History	2.42	28
Humanities 10	2.77	48
Math	3.19	51
Music	2.80	5
Physical/Health Education	2.83	6
Political Science	2.00	1
Religious Studies/Philo.	1.75	4
Speech 17	1.66	6
Theatre Arts	2.00	2

CREDIT BY EXAMINATION

St. Edward's University prides itself upon recognizing the value of a student's cultural background. The language most often spoken in CAMP students' homes is Spanish. The University offers foreign language credit by examination and thus reinforces the valuable cultural experiences of having the student's community language and cultural heritage incorporated into the educational program. This opportunity, without doubt, will enrich the student's educational achievement.

Several of the students enrolling through the CAMP program took tests in Spanish. Credit by examination produced the following results:

Fall Semester 1981

1) Sixty-six students (73% of the fall semester CAMP students) took an exam to receive credit.

2) Sixty-six students (100% of students taking exams) passed the exam.

3) Sixty-three students (91% of students) received 6 hours credit for passing the exam.

4) Three students (9% of students) received 3 hours credit for passing the exam.

5) 0 students (0% of students taking exams) did not pass any part of the exams.

RESULTS OF CREDIT BY EXAMINATION
Fall 1981

SUBGROUP	#	NO. OF STUDENTS WHO RECEIVED 3 HOURS CREDIT	NO. OF STUDENTS WHO RECEIVED 6 HOURS CREDIT	NO. OF STUDENTS WHO DID NOT RECEIVE CREDIT
FEMALES	25	0	25	0
MALES	41	3	38	0
TOTAL	66	3	63	0

DATA ANALYSIS FALL 1981

The following is the breakdown of counseling statistical data within the counseling component. The information is for first and second semester freshman CAMP scholarship students. The data includes individual and group session time.

		Fall 1981
Counseling Time	Females	366 hrs.
	Males	891
	Total	1257 hrs.
Counseling Sessions	Females	371
	Males	847
	Total	1218
Average Number of Counseling Sessions	Females	12.3
	Males	12.1
Total Average of Counseling Sessions		12.18
Average Time Per Counseling Period	Females	59.19 mins.
	Males	63.13 mins.
Total Average Counseling Period		61.91 mins.

TOTAL COUNSELING HOURS

	Fall 1981
Personal	116.89
Career	96.84
Dorm Life	29.63
Academic	108.80
Financial	19.73
Survival Skills	32.21
Communications	10.99
Transfers	13.49
Graduate/Professional	8.35
Administrative	3.12
Group Session Time	893.33

Results of Testing

	Fall 1979, N=80	Fall 1980, N=84	Fall 1981, N=91
Nelson Denny	8.8	7.2	10.7
STEP	29.1	28.4	30.26
Brown-Carlsen	34.8	37.2	-
Arithmetic	25.7	24.2	27.37
Algebra	15.0	15.9	-
EST	-	89.3	-

Services Provided

In the fall semester of 1981, CAMP students received a total of 4008 hours of tutoring, 2008 hours of which were in English.

A total of 1257 hours was spent in group and individual counseling sessions. The average number of counseling sessions per student was 12.18. The average counseling time spent per session was 61.91 minutes.

A total of 511 visits was made by CAMP students to the Student Health Center or to the nurse's office in the CAMP area. This averages out to 4.8 visits per student.

Academic and Other Results

A total of ninety-one (91) students in CAMP completed the fall 1981 semester, out of a total of 104 students who began the semester. The mean GPA for this group was 2.67. These students also earned an average of 13.65 semester hours.

When credit by examination is included, the average number of semester hours earned by CAMP students increased to 18.01.

Academic Probation

Of the eighty (80) first-semester students who completed the semester, seven (7) are on academic probation. Three of these students have been dismissed from the program. Only 2 of the 11 second-semester students earned a GPA below 2.0. Two remained on academic probation after two semesters in CAMP.

3.0 or Better

Of the eighty first-semester students who completed the semester, thirty (30) of the students earned a 3.0 GPA or better. Nine of these students made the Dean's List, and five made Honorable Mention.

Five of the eleven second-semester students earned a 3.0 GPA or better.

Labs

Course	# of Students Enrolled	# Who Completed	%
Listening Lab	48	46	96%
Reading Lab	42	39	93%
Math Lab	5	1	20%
Writing Lab	47	40	85%

English Results (for 1st semester students only)

Course	# in Course	# Who Passed	%
English 7	31	27	87%
English 10	49	44	90%
Humanities 10	49	48	98%

Grades

Only four F's were received by the ninety-one CAMP students who completed the fall semester, 1981. Students who did not fulfill the requirements of English 7 received an "N" on their grade report. Again, only four first-semester students in F.S. 10 received an "F."

Comparison to Fall, 1979 and 1980

The attached graphs have some comparisons of the fall 1981 group to the fall 1979 and 1980 groups.

COMPARISON OF KEY COURSES - Fall 1979, 1980, 1981

GPA - 0 . . . . . 1 . . . . . 2 . . . . . 3 4

Administrative Services

Fall 1979	2.55 (18)
Fall 1980	2.05 (18)
Fall 1981	3.33 (9)

Art

Fall 1979	3.5 (10)
Fall 1980	2.77 (9)
Fall 1981	3.07 (13)

Behavioral Sciences

Fall 1979	2.03 (27)
Fall 1980	2.36 (28)
Fall 1981	2.52 (21)

Biology

Fall 1979	2.0 (1)
Fall 1980	1.6 (6)
Fall 1981	2.16 (6)

Business Administration

Fall 1979	2.22 (18)
Fall 1980	2.13 (23)
Fall 1981	2.80 (25)

Chemistry

Fall 1979	2.50 (2)
Fall 1980	2.00 (7)
Fall 1981	2.41 (12)

Computer Science

Fall 1979	1.75 (4)
Fall 1980	2.33 (6)
Fall 1981	2.41 (12)

Criminal Justice

Fall 1979	2.88 (35)
Fall 1980	2.07 (14)
Fall 1981	2.00 (15)

Education

Fall 1979	2.75 (4)
Fall 1980	3.25 (4)
Fall 1981	3.00 (1)

English 8

Fall 1979	N/A
Fall 1980	N/A
Fall 1981	2.75 (4)

English 7

Fall 1979	N/A
Fall 1980	2.76 (49)
Fall 1981	3.07 (27)

English 10

Fall 1979	0.71 (76)
Fall 1980	2.33 (24)
Fall 1981	2.43 (44)

English 11

Fall 1979	0.60 (8)
Fall 1980	2.43 (7)
Fall 1981	N/A

English 13

Fall 1979	0.00 (3)
Fall 1980	2.67 (3)
Fall 1981	1.33 (3)

English 20

Fall 1979	3.00 (3)
Fall 1980	N/A
Fall 1981	N/A

Environmental Studies

Fall 1979	1.00(1)
Fall 1980	2.50 (2)
Fall 1981	N/A

Foreign Studies

Fall 1979	2.85 (14)
Fall 1980	3.00 (13)
Fall 1981	2.87 (31)

History

Fall 1979	2.27 (11)
Fall 1980	1.29 (28)
Fall 1981	2.42 (28)

Humanities 10

Fall 1979	2.11 (76)
Fall 1980	2.42 (24)
Fall 1981	2.77 (48)

Listening Lab

Fall 1979	N/A
Fall 1980	N/A
Fall 1981	N/A

Math

Fall 1979	2.37 (40)
Fall 1980	2.75 (44)
Fall 1981	3.19 (51)

Math Lab

Fall 1979	N/A
Fall 1980	N/A
Fall 1981	N/A

Music

Fall 1979	N/A
Fall 1980	3.44 (16)
Fall 1981	2.80 (5)

PALC

Fall 1979	2.87 (77)
Fall 1980	3.50 (10)
Fall 1981	N/A

Physical/Health Education

Fall 1979	2.38 (18)
Fall 1980	2.44 (24)
Fall 1981	2.83 (6)

Political Science

Fall 1979	N/A
Fall 1980	2.40 (5)
Fall 1981	2.00 (1)

Reading Lab

Fall 1979	N/A
Fall 1980	N/A
Fall 1981	N/A

Religious Studies/Philosophy

Fall 1979	2.00 (4)
Fall 1980	2.25 (4)
Fall 1981	1.75 (4)

Speech 17

Fall 1979	2.00 (4)
Fall 1980	2.00 (5)
Fall 1981	1.66 (6)

Theatre Arts

Fall 1979	1.50 (10)
Fall 1980	3.00 (1)
Fall 1981	2.00 (2)

Spring Semester 1982

A total of 83 students (94%) in CAMP completed the spring semester, 1982, out of a total of 88 students who began the semester. The following data is based upon grades other than Incomplete (I) which were submitted to the registrar by instructors for the spring semester. For the purpose of this report, grades of "I" were assigned zero (0) credit and were not included in the computation of grade point averages.

The mean grade point average (GPA), based on a 4.00 scale, earned during the spring semester by students in CAMP was 2.54. CAMP-affiliated students also earned an average of 12.78 semester hours of credit exclusive of credit earned by proficiency examinations during the St. Edward's University Orientation for new students. When examination credit is included, the average number of semester hours credits gained by the students in CAMP during the spring semester was 15.75.

MEAN GPA'S AND CREDIT EARNED BY
VARIOUS SUB-GROUPS OF CAMP-AFFILIATED STUDENTS
SPRING SEMESTER 1982

SUB-GROUP	NUMBER	GPA	HOURS EARNED IN CLASSES
First Semester H.S.	13	2.33	10.84
First Semester GED	2	2.47	13.00
First Semester Males	7	2.37	11.28
First Semester Females	8	2.32	11.00
First Semester Total	15	2.35	11.13
2nd Semester H.S.	64	2.63	13.35
2nd Semester GED	4	1.91	9.75
2nd Semester Males	45	2.64	13.66
2nd Semester Females	23	2.48	12.13
2nd Semester Total	68	2.59	13.15
H.S. Students Total	77	2.58	12.93
GED Students Total	6	2.10	10.83
Male Students Total	52	2.60	14.80
Female Students Total	31	2.35	12.16
1st Semester Males GED	1	2.75	14.00
1st Semester Females GED	1	2.20	12.00
2nd Semester Males GED	4	1.91	9.75
2nd Semester Females GED	0	0	0
1st Smester Males H.S.	6	2.31	10.83
1st Semester Females H.S.	7	2.34	10.85
2nd Semester Males H.S.	41	2.71	14.04
2nd Semester Females H.S.	23	2.48	12.13
Total - All Students	83	2.54	12.78

Grades Earned by CAMP-Affiliated Students in Selected Courses, Spring 1982
A=4 B=3 C=2 D=1

Course Type	Number Receiving Each Grade									Total
	A	B	C	D	F	I	W	P	NP	
Administrative Services	2	3	1	1						9
Art	6	1	1							8
Behavioral Sciences	1	9	19	4	1	1	2			37
Biology	1	4	3	2			2			12
Business Administration	6	13	11	4	3		9			46
Chemistry	3	6	3	4						16
Computer Science	4	3	7	4	1					19
Criminal Justice	5	5	4	4			3			21
Education		1								1
English 7	3	7	3						1	14
English 8	2	8			1					11
English 11		2	6		1					9
English 13	2	15	10		1				4	33
English 20										
Environmental Studies										
Foreign Languages	5	7	5		1	1	1			20
History	7	19	13							39
Listening Lab								11	1	12
Math	19	11	17	3			9			60
Math Lab									1	1
Music	1	1								2
Photography			1							1
Physical/Health Ed.	10	17	4	2						33
Political Science	1	2	6			1	2			12
Reading Lab								12	7	19

Course Type	Number Receiving Each Grade									Total
	A	B	C	D	F	I	W	P	NP	
Religious Studies/Philo.		1	4	2			1			8
Seminar 10								6		6
Theatre Arts										
* Writing Lab								2	13	15
Total	78	135	118	30	10	3	32	31	27	464

I=Incomplete
W=Withdrew
P=Pass
NP=No Pass

*Denotes first semester students only.

GRADE POINT AVERAGES IN SELECTED CLASSES - SPRING 1982

COURSE TYPE	GRADE POINT AVERAGE	N
Administrative Services	2.86	7
Art	3.62	8
Behavioral Science	2.14	34
Biology	2.40	10
Business Administration	2.40	37
Chemistry	2.50	16
Computer Science	2.26	19
Criminal Justice	2.61	18
Education	3.00	1
English 7	3.00	13
English 8	2.90	11
English 11	2.00	9
English 13	2.71	28
English 20	-	-
Environmental Studies	-	-
Foreign Languages	2.83	18
History	2.84	39
Humanities 10	-	-
Listening Lab	-	-
Math	2.86	51
Math Lab	-	-
Music	3.50	2
Photography	2.00	1
PALC 10	-	-
Physical Health Education	3.06	33

COURSE TYPE	GRADE POINT AVERAGE	N
Political Science	2.44	9
Reading Lab	-	-
Religious Studies/Philosophy	1.85	7
Speech 17	-	-
Theatre Arts	-	-
*Writing Lab	-	-

Male students outperformed their female counterparts somewhat in both grades and credit earned. The mean GPA for males was 2.60 while the mean GPA for females was 2.35. Females completed an average of 12.16 semester hours in classes and males completed 14.80 semester hours.

Second semester students generally did better in credit hours earned than the first smester students. The mean GPA for second semester students was 2.59. First semester students earned an average of 11.13 hours of class credit and second semester students earned 13.15 semester hours of credit.

In credits earned and in final GPA, students who graduated from high school earned 12.93 hours while GED graduates earned 10.83 hours. The mean GPA for high school graduates was 2.58 as compared to the GED graduates mean GPA which was 2.10.

GRADES ACHIEVED IN VARIOUS TYPES OF COURSES - The grades received by CAMP-affiliated students in various types of courses during the fall and spring semesters were analyzed as follows:

1. Grades in various courses were tabulated to determine the number of students who received each grade (A, B, C, etc.);

2. Credit hours were ignored and weights were assigned to grades as if computing grade point averages - i.e., each "A" grade was assigned 4, "B" - 3, etc.;

3. The overall GPA for each type of course was computed.

The subject areas for which the analysis was done were: Administrative Services, Art, Behavioral Sciences (Psychology and Sociology), Business Administration (Accounting, Management, Marketing), Criminal Justice, Education, English, Foreign Languages, History, Math (including Computer Science), Natural Sciences (Biology, Chemistry), Performing Arts (Music, Theatre Arts, Dance), Philosophy and Religious Studies, Physical Education, and Social Sciences (Economics, Political Science).

The pattern of grade performance of CAMP-affiliated students closely resembled that of St. Edward's University freshmen in general. The course types on which CAMP-affiliated students earned the highest average grades were Education, Performing Arts, Administrative Services and Mathematics.

EFFECT OF CLASS ATTENDANCE ON ACADEMIC PERFORMANCE

During both the fall and spring semesters, each teacher was asked to note absences of students in regular report forms. The reports of instructors on each student's attendance were tabulated and the percentage of attendance was calculated on the basis of these reports.

CLASS ATTENDANCE VS. GPA AND HOURS PASSED
FALL SEMESTER 1981

Per Cent Attendance	GPA		Semester Hours Passed	
	Mean	Median	Mean	Median
100	3.37	3.19	16.1	15.3
95.0 - 99.9	2.98	2.80	13.2	12.9
90.0 - 94.9	2.45	2.31	12.7	12.3
85.0 - 89.9	2.31	2.19	10.4	10.7
Below 85.0	1.64	1.79	10.1	9.8

SPRING SEMESTER 1982

Per Cent Attendance	GPA		Semester Hours Passed	
	Mean	Median	Mean	Median
100	3.41	3.29	15.7	15.2
95.0 - 99.9	2.98	2.81	13.4	12.9
90.0 - 94.9	2.52	2.48	12.9	12.5
85.0 - 89.9	2.21	2.08	12.5	11.7
Below 85.0	1.73	1.83	9.7	9.9

The academic performance of CAMP-affiliated students is closely related to their class attendance. No student whose attendance was less than 85% made normal academic progress (12 or more hours passed with GPA 2.00 or higher). Both GPA and credit earned were higher for those groups having higher percentages of attendance. The depression of grades and credit caused by absences is obvious justification for the program policy of required class attendance.

Second semester students could also receive credit by examination in the spring semester 1982. The following are the results of the examination.

Spring Semester 1982 - Second Semester Students

1. 59 second semester students challenged in the spring semester 1982.
2. 32 of these students passed and received credit for taking the exams.
3. 27 students received 6 hours credit for passing the exam.

4. 13 students received 3 credit hours for passing the exam.

5. 19 students taking the exams did not pass any part.

RESULTS OF CREDIT BY EXAMINATION
Second Semester Students - Spring 1982

SUBGROUP	#	# students receiving 3 hours credit	# students receiving 6 hours credit	# students receiving no hours credit	# students receiving any hours credit
Females	23	7	12	4	19
Males	36	6	15	15	21
TOTALS	59	13	27	19	40

In the spring semster 1982, (16) students were accepted into the program. These students also had the opportunity to receive credit by examination. Credits by examination produced the following results for these first semester students.

First Semester Students - Spring 1982

1. 13 of the first semester students took the exam to receive credit.

2. 10 students passed some parts of the exam.

3. 7 students received 6 hours credit for taking the exam.

4. 3 students received 3 hours credit for taking the exam.

5. 3 students who took the exam did not pass any part of the exam.

RESULTS OF CREDIT BY EXAMINATION
First Semester Students - Spring 1982

SUBGROUP	#	# students receiving 3 hours credit	# students receiving 6 hours credit	# students receiving no hours credit
Females	5	1	4	0
Males	8	2	3	3
Total	13	3	7	3

1982 SUMMER ENRICHMENT AND ORIENTATION

The College Assistance Migrant Program is designed to facilitate access and, with comprehensive support services, the successful completion of two semesters of college for qualified children of migrant and seasonal farmworkers. This college experience provides a real option to a lifetime of migratory labor and the opportunity for migrant students to complete a college degree heretofore not available to this population.

Traditionally migrant and seasonal farmworker students have not been at the top of their high school graduating classes due to a variety of reasons. Because of the need to perform migratory labor many of the CAMP students have to transfer from school to school. Many actually will not enroll in a northern school. Our research indicates that migrant students that enter the CAMP program miss an average of 40 school days per year while in high school. As a result many of these students do not progress well academically and will graduate at the bottom of their classes. The literature also reflects that migrant and seasonal farmworker students have experienced inadequate counseling, especially in high school, which causes students to feel that they are being "railroaded" into courses they do not want. Often migrant students are placed in elective courses rather than basic courses needed for success in post-secondary education. Many migrant students are discouraged from taking a college preparatory curriculum by counselors and teachers who assume they will not continue a formal education beyond high school. Basically, the "low-expectation" mentality of teachers, counselors, and administrators is a major hurdle that these students have to overcome.

One service area that has been extremely neglected over the years has been the area of health services. Our health screening reveals that 70% of the migrant and seasonal farmworker students have a serious medical problem when they arrive at St. Edward's University. We defined a serious medical problem as dental, visual, auditory, gynecological, respiratory, cardiovascular, neurological, gastrointestinal, dermatological, musculoskeletal, or oncologically related problems. Over 40% of our students need glasses when they arrive on campus and 95% have never seen a dentist. These very serious medical problems can definitely impede the student's academic progress if services are not provided.

The Summer Enrichment Program serves to help the students adjust to their new campus environment, learn the necessary study skills to succeed in college, and receive review classes in traditional content courses, and gives the staff an opportunity to assess the health needs of the student so that immediate services can be provided before they enroll in classes.

The objectives of the Summer Enrichment Program are as follows:

1. To provide each student with an awareness of university "systems" and concomitant subcultures.
2. To provide each student with a workshop oriented toward the individual's development and enhancement of effective study skills.
3. To provide each student with a brief period of review and "catch-up" instruction in the traditional academic problem areas - English, math, and reading.
4. To provide each student with a preliminary physical exam and dental screening.

During the orientation period, the areas covered included:

A. Responsibilities of a college student
B. General organization
C. Financial aid
D. Housing on the university campus
E. Health services
F. Academic advising
G. Tutoring
H. Counseling services
I. University areas
J. City of of Austin transportation system

In conclusion, the Enrichment Program serves to help the student adjust to his new campus environment. To launch an effective counseling and academic advising program, it is necessary that the student feel comfortable about counseling and academic advising, and that he/she understand the role of the counselor and academic advisor and what he/she can gain from counseling and academic advising. The courses taught in the content areas and in study skills provide the students with the necessary preparation and confidence needed for the academic year.

FRESHMAN STUDIES/BASIC SKILLS COMPONENT

At the start of the fall semester, all entering first-year students at St. Edward's University, including all CAMP students, are given academic proficiency tests in reading and writing and in addition are asked to provide a writing sample for evaluation by the University faculty. Under the University's English proficiency requirements, students, based on the scores they achieve on these instruments, are assigned to either Freshman Studies 10 or English 7 classes. Freshman Studies 10 is a somewhat advanced writing/humanities course designed for students who have already acquired a solid foundation in their basic reading and writing abilities, while English 7 is a developmental course intended to assist students who are significantly underprepared in regard to these competencies.

During the fall, 1981, semester, 55 or 61.1 per cent of entering CAMP students were placed in Freshman Studies 10, while 35 or 38.9 per cent were assigned to English 7. The chief responsibility of the Freshman Studies Coordinator/Basic Skills Specialist within the College Assistance Migrant Program is to aid both groups of students as much as possible in completing successfully their respective course requirements. In order to fulfill well this repsonsibility, the Freshman Studies/Basic Skills component has been structured so that it will harmonize as much as possible with the University's English curriculum design.

Under the component structure, all CAMP students who were enrolled in Freshman Studies 10 this fall were required to attend a section of the CAMP Freshman Studies Review Class, meeting once a week, taught by the Freshman Studies Coordinator/Basic Skills Specialist. The purpose of the class was to provide a format for intensive review of the Freshman Studies humanities lectures and reading assignments. Although it was not mandatory, these students were also strongly encouraged to take an hour of individual tutoring in Freshman Studies per week so that they could obtain help in completing their course essays, research papers, and other writing assignments; almost all elected to do so. CAMP students who were enrolled in English 7 did not attend special review classes but were required to receive two hours of individual tutoring per week.

To assure that all CAMP students obtained competent help, an effort was made to recruit a special cadre of qualified writing instructors to serve as their tutors. Of the thirteen tutors employed, two were adjunct faculty in the Freshman Studies and English Departments of St. Edward's University, and six had master's degrees in English or related disciplines. Of the remaining tutors, four held bachelor's degrees in English, while three were senior students at St. Edward's who had been recommended by the Freshman Studies and English Departments or who were otherwise judged to be especially capable. All tutors had extensive teaching and/or tutoring experience.

Finally, CAMP students were encouraged to participate in two "trial-run" essay writing situations designed to simulate as much as possible the end-of-course competency essays given in Freshman Studies 10 and English 7, essays on which students must demonstrate specified levels of competency in order to receive credit for their courses. A CAMP Composition Specialist, who held an advanced graduate degree in composition and rhetoric, was employed to assist with this aspect of the program. The Composition Specialist administered the "trial-run" essays during CAMP assemblies and afterward met with students in individual conferences for the purpose of critiquing their essays, using a special evaluation form. The essays and evaluation forms were subsequently made available for the students' regular Freshman Studies and English tutors to facilitate additional review.

Evidence indicates that the component structure described above continues to produce favorable results. Student response to the tutoring effort, given anonymously on program questionnaires, has been overwhelmingly favorable. Moreover, during the fall, 1981, semester, almost all students successfully completed their course requirements with passing grades (see table below). The record established is a tribute to the dedication and hard work of the students and tutors of the College Assistance Migrant Program at St. Edward's University.

Freshman Studies/English Results

Fall Semester, 1981

Course	Number in[1] course at conclusion of semester	Number[2] who passed	Percentage who passed
English 7	31	27	87.1
F.S. English 10	49	44	89.8
F.S. Humanities 10	49	48	98.0

1. Four students initially enrolled in English 7 and five students initially enrolled in Freshman Studies 10 withdrew from the University during the semester because of personal and family problems. They are not included in the above tabulations.

2. Figures include all students except those who received grades of "D," "F," or "NP."

STUDENT QUESTIONNAIRE

TUTORING:

(1) Have you ever had a tutor before the CAMP program? (15) yes (74) no

(2) Do you consider tutoring to be . . . (43) very important (44) important (2) not important

(3) How many hours per week did you actually spend with your tutors? (0) none (16) 1-2 (17) 2-3 (47) 3-4 (9) 5 or more

(4) In helping you determine what a teacher expected on your assignments and tests, your tutors were . . . (35) very useful (49) useful (5) not useful

(5) Did you spend most of your time with tutors . . . (37) working on assignments (20) revising assignments (36) reviewing materials (12) preparing for tests (3) other - please describe - be specific

(6) In your tutoring sessions, were your tutors . . . (65) always prepared (23) sometimes prepared (1) never prepared

(7) How often did you prepare for your sessions? (44) always (43) sometimes (1) never

(8) Did your tutor ever miss a session without letting you know? (26) yes (63) no

(9) If you answered the above question "yes," indicate how many times. (12) once (8)twice (6) three or more

(10) Do you think the scheduling of tutoring was . . . (3) too relaxed (75) about right (11) too strict

(11) Do you prefer . . . (58) individual tutoring (10)group tutoring (22) does not matter

(12) In which course did you find tutoring to be most helpful? All - 21; English - 36; History - 4; Math - 15; Psychology/Sociology - 2; Freshman Studies 10 - 31; Theatre Arts - 0; Political Science - 0; Accounting - 1; Biology - 3; Chemistry - 3; Criminal Justice - 4; Religious Studies - 1; Philosophy - 0; Fortran - 4; Spanish - 4; None - 1

13) In which course did you find tutoring to be the least helpful? All - 1; English - 3; History - 8; Math - 4; Psychology/Sociology - 0; Freshman Studies 10 - 6; Theatre Arts - 0; Political Science - 0; Accounting - 0; Biology - 0; Chemistry - 1; Criminal Justice - 1; Religious Studies - 1; Philosophy - 0; Fortran - 5; Spanish - 8; None - 48

14) Did you find the CAMP Freshman Studies Review classes and materials to be (37) very helpful (17) helpful (1) not helpful (31) was not enrolled in F.S. 10

STUDENT QUESTIONNAIRE

COUNSELING COMPONENT:

1) This is my: (78) first semester at SEU (10) second semester at SEU (0)no answer

2) Please indicate sex of counselor you would prefer to see: (22) male
(21) female (45) it does not matter

3) I felt that the Enrichment Group meetings and evening rap sessions were:
(50) very helpful (41) helpful (20) slightly helpful (6) not helpful

4) I felt that the CAMP class group meetings with CAMP counselors were:
(22) very helpful (47) helpful (15) slightly helpful (3) not helpful

5) I learned about myself and my goals through individual and group sessions:
(19) yes, I learned a lot (69) yes, I learned somewhat
(7) no, I learned very little

6) Please indicate your preference in ethnic affiliation of your counselor:
(0) Black (34) Chicano, Mexican-American (3) Anglo (50) does not matter

7) The counselor I saw was: (38) very helpful (44) helpful (2) not helpful
at all (4) no answer

8) In general, how do you consider counseling? (27) very important (53) important
(5) not important at all (3) no answer

9) Where do you usually meet with your counselor? (83) his/her office (0) dorm
(0) ReUnion (0) cafeteria (2) campus grounds (1) other (0) no answer

10) Has the counselor ever failed to be there for a scheduled meeting?
(22) yes (65) no

11) Is your counselor easy to communicate with? (51) very easy (30) easy
(6) somewhat easy

12) With whom would you rather talk when you have personal problems? (54) friend
(1) teacher (11) parents (11) counselor (1) facilitator (7) other
(11) no answer

13) When it comes to advice and suggestions on your career and future, to which of
these would you be likely to turn for information and help? (2) classmate
(19) teacher/professor (25) counselor (5) parent (43) Academic Advisor
(25) person in career you are considering (5) other

14) In what problem areas do you feel a counselor is most helpful? (45) academic
(10) social (3) family (45) career awareness (6) personal (2) other
(6) no answer

15) In what problem areas do you feel a counselor is least helpful? (0) academic
(12) social (38) family (2) career awareness (26) personal (5) other

16) Do you feel that seeing your counselor helped? (83) yes (5) no

COUNSELING (continued):

17) If you were to meet with a counselor, where would you prefer to meet?
(69) his/her office (5) dorm (3) cafeteria (5) somewhere on campus
(5) no answer

18) In important confidential personal matters, do you feel you can trust and confide in your counselor? (61) yes (28) no

19) Would you recommend your counselor to a good friend? (57) Yes (6) No
(22) Maybe (3) no answer

20) While adjusting to college life during the first semester, do you think you should meet with your counselor: (9) once a week (47) once very two weeks
(26) once every month (6) no answer

21) Now that you have been exposed to CAMP's counseling services, do you feel continued contact should be maintained? (53) yes (14) no (20) no answer

22) Are you aware of the University counseling program? (48) yes (30)no (9)no answe

23) If CAMP counselors weren't available and you felt a need to see a counselor, would you set up an appointment with the SEU Counseling Office?
(58) yes (16) no (14) no answer

24) How helpful do you feel the CAMP counseling program was in assisting you during the first and second semester of college? (43) very helpful
(31) helpful (10) slightly helpful (2) not helpful at all (2) no answer

25) During your experience with CAMP you may have made some serious decisions about college and what it has to offer. Was your counselor: (29) very helpful
(40) helpful (16) slightly helpful (1) not helpful at all (2) no answer

STUDENT QUESTIONNAIRE

GENERAL QUESTIONS:

Questions 1 and 2 - read both questions before answering!

1) I came to CAMP at St. Edward's because it offerred financial aid.
(68) yes (20) no

2) I came to CAMP at St. Edward's University because, in addition to financial assistance and counseling, it offerred tutoring and other supportive services.
(73) yes (15) no

3) During high school I enrolled in the pre-college curriculum (i.e. Algebra I and II, College English, Biology and Chemistry). (44) yes (44) no

4) If I had not been accepted by SEU CAMP I would have entered college elsewhere.
(68) yes (20) no

5) After I complete the CAMP program next semester, I am very concerned about:
(ranked in terms of priority, 1 being the item most concerned about and 4 being the item least concerned about)

Financial Aid: 1 - 75
2 - 10
3 - 2
4 - 1

Student Services: 1 - 3
2 - 6
3 - 17
4 - 62

A Part-Time Job: 1 - 11
2 - 47
3 - 21
4 - 9

Information Regarding Housing: 1 - 0
2 - 25
3 - 48
4 - 15

6) I plan to return to St. Edward's University. (65) yes (19) no (4) undecided
If your answer is "no," where will you be attending college or planning to work?

University of Texas at El Paso - 1
University of Texas at Austin - 3
Southwest Texas Jr. College - 1
Pan American - 1
Stetson University - 1
Texas A and M - 1
Southwest Texas State University - 4
North Texas State - 4

Comments:

The ninety-one students that completed the Fall 1981 semester made additional comments regarding the CAMP program at SEU. It is obvious that they were overwhelmingly enthusiastic about the program.

The comments they made were:

"... The first semester went very fast. Now I have the confidence to continue and know I can make it anywhere and will."

"... The St. Edward's University CAMP program is the most terrific thing thing that has happened to education."

"... CAMP should continue."

"... CAMP and St. Ed's have given me a chance to move up in life, and that makes me proud of myself."

"... The Enrichment Program is most important."

"... I have enjoyed my first semester here at St. Ed's and I plan to be back next year."

"... SEU is a great university and I would recommend this university greatly with courage and proudness to any member of my raza."

"... I would like to thank Larry, Manuel, Gayle, and Dr. Graves. Without them life at St. Edward's would be more difficult."

"... I hope I can graduate without any serious problem. With the help of CAMP I believe I can survive through college."

"... As student leader in the dorms and SAC, I can honestly say that all CAMP students appreciate the help Mr. Rincones has provided. He has been an inspiration for me and many CAMP students. He is sincerely dedicated to helping all students."

"... I would like to thank everyone. I enjoyed SEU very muchand will miss this campus. Thank you."

"... CAMP and the staff are excellent."

"... I nope CAMP is around for my brothers and sisters."

"... Thank you for the assistance in F.S. 10. Dr. Graves helped us alot."

"... I was real scared when I got here. I didn't now anything about college and didn't know what to expect. If it weren't for the facilitators, academic advisors, I'm sure I would have left."

"... All my life I have felt that I was not equal to others. CAMP has given me respect and treated me fairly. I feel confident that I can finish college."

"... It is a good feeling to knwo that people care and want to help migrant families. In my community back home migrant families are treated like second class citizens, especially in the schools."

"... Thank you."

The students were asked what they "liked most" about SEU. The following are some of these items.

One student's response was " CAMP is the heart of SEU."

Forty-three students indicated that they liked the size of the campus and classes.

Eight students mentioned that they liked the "friendly people" at SEU.

Twenty-five students mentioned the "personal attention they received by teachers.

Eight students mentioned that they liked the "environment" at SEU.

One student mentioned he liked the "academic program."

"Help offered in discussing personal problems" was mentioned by one student.

Sixty students like the financial aid support.

One student liked the F.S. 10 program.

One student enjoyed the labs offered by the university.

The students were asked what they liked least about SEU. The following are the comments made.

Thirty-three disliked the dorm food.

One student mentioned that the least thing he liked were the visitation hours in the dorm.

Nine students disliked the fact that the university is quite expensive regarding tuition.

Not enough activities on campus was mentioned by several students.

Several students mentioned that there were roaches in the dorms and cafeteria.

Six students mentioned that they disliked the boring classes.

Eight students mentioned that the ReUnion was dirty and run down.

One student disliked F.S. 10.

A student mentioned the thing be liked the least was having to take a lab.

"The reputation it has for gays" was mentioned by two students.

Several students mentioned the lack of facilities for sports activities,i.e. raquetball, swimming, gym etc.

One student disliked his schedule.

Seven students felt they were discriminated. They felt the Head Residents were favorable to some students.

Two students mentioned that they disliked walking from Theresa to the Cafeteria especially in the cold and rainy weather.

Freshman Studies/Basic Skills Program

In accordance with the English Proficiency Requirements of St. Edward's University, all entering freshmen students, including all CAMP students, are administered the STEP writing test, the MAPS reading test, and are asked to write a pre-course essay before they enroll for their classes. Based upon the scores they achieve on these three instruments, entering fall students are normally assigned to one of two courses, Freshman Studies 10 or English 7.

Freshman Studies 10 is a six-hour course designed to meet the needs of students who have already achieved a basic foundation in writing skills. It is essentially a writing/humanities course designed to achieve a twofold purpose: to help students further hone their skills of self-expression, both written and oral, and, simultaneously, to help them develop a capacity for introspection and self-examination.

The course attempts to accomplish these aims in part by having students attend a series of lecture presentations given by different faculty members. Each of the four lecture series, or "modules," focuses upon some aspect of a broad central theme, and ideally all are interconnected and interrelated to form a coherent synthesis or whole. For example, during the fall, 1981, semester the topics of the four modules were "The Human Person and the Experience of the Self," "The Human Person in the Family," "The Human Person as Decision-Maker," and "Environment and Man: Conflict and Harmony." Students are tested over the lectures and reading assignments for each of the four modules and are asked to complete a series of library research projects.

Freshman Studies students also participate in a series of small-group writing/discussion classes where they are encouraged to explore their personal reactions to the ideas presented in the course readings and lectures and to reflect upon their values, beliefs, and lives; furthermore, they are asked to write a number of compositions dealing in some way with the topics of the different modules. At the end of the semester, all students are expected to demonstrate that they have achieved satisfactory writing skills by obtaining a passing score on an end-of-the-course competency essay. Students who successfully complete Freshman Studies 10 ordinarily proceed to English 13, a more advanced composition class, during the spring.

Entering fall students whose scores on the MAPS and STEP tests and on the pre-course essay indicate that they are seriously underprepared in their writing competencies are enrolled in English 7. A three-hour developmental writing course, English 7 provides a thorough review of basic rules of grammar and mechanics and introduces students to principles of paragraph construction. Students who pass English 7 usually are enrolled in English 8 in the spring (a few students place into a more advanced course, English 11) where the emphasis shifts to concentration on the various modes of discourse and to teaching students how to compose well an entire essay. As with all other English courses, English 7 and English 8 students are required to demonstrate that they have reached specified levels of competency on end-of-course essays. Students who complete English 7 and English 8 then usually enroll in Freshman Studies 10 at the beginning of their sophomore year.

* * * * *

Making certain that our students do successfully fulfill the St. Edward's English Proficiency Requirements is a major goal of the College Assistance Migrant Program. Good writing is an essential "survival skill" which students must possess in order to gain academic success, not merely in their English classes, but as regards the

great majority of their college work. For a good many CAMP students, writing presents a special hurdle: they are fluent in English dialects, not standard English, and their exposure to conventional English has been minimal. Command of standard English requires that they alter ingrained language habits, at least as they relate to their written discourse, and the temptation to relax into familiar habits and patterns is great. Moreover, a majority of CAMP students are Spanish/English bilingual. While possessing a knowledge of Spanish is an obvious advantage, bilingual students must nonetheless cope with the phenomenon of "language interference"; language structures and usages, correct in Spanish but inappropriate in English, can sometimes "carry over" into their English prose. For these reasons, it is particularly important that CAMP students be provided strong and effective support services in the area of writing skills. The methods listed below are those which are currently being employed within CAMP.

English Enrichment Classes

The CAMP Freshman Studies Coordinator/Basic Skills Specialist teaches enrichment classes during the CAMP orientation held for new students before the beginning of the fall and spring semesters. At this time, CAMP students are introduced to some of the essentials of the writing process, especially invention procedures and basic principles of communicability and organization. Students are also given practice in class discussion and techniques of peer evaluation, and, more generally, are simply familiarized with a college classroom environment. At the end of the enrichment period, students write an in-class essay which is used by the Freshman Studies Coordinator/Basic Skills Specialist to diagnose each individual student's writing and to assess each student's needs. The essays, along with essay evaluation forms and suggested work and exercises, are made available subsequently to the CAMP tutors and staff.

Individual Tutoring in English and Freshman Studies

Following commencement of the regular semester, CAMP students also receive individual tutoring in writing skills to assist them in successfully completing their English courses. Since they have been preidentified as having special writing needs, students enrolled in the English 7 and English 8 courses are required to receive two hours of English tutoring per week. Students enrolled in the Freshman Studies 10, English 11, and English 13 courses are required to receive one hour of English tutoring per week, although they may enroll for additional hours of tutoring if they wish.

To assure that students receive competent help, a concerted effort has been made to recruit a cadre of experienced writing instructors to tutor them. Of the thirteen persons employed as tutors during the past academic year, eight held master's degrees in English or related disciplines and were either adjunct faculty members at St. Edward's University or Austin Community College or were graduate students at the University of Texas in Austin. As regards the five remaining tutors, two individuals had B.A. degrees in English; they also possessed prior tutoring and/or teaching experience, as did three St. Edward's students who were employed. The recruitment and use of competent professionals as tutors has been a key factor in assuring the academic success of CAMP students and of the CAMP writing-skills component.

Freshman Studies Review Classes

Added to the above individual tutoring requirements, each CAMP Freshman Studies 10 student is enrolled in one of three sections of a Freshman Studies Review Class taught by the CAMP Freshman Studies Coordinator/Basic Skills Specialist. The

class provides a format for intensive review of the Freshman Studies humanities lectures and reading assignments; this in turn frees the Freshman Studies tutors to concentrate on the writing requirements of Freshman Studies 10 in their individual tutoring sessions. In order to fulfill the review class responsibilities adequately, the Freshman Studies Coordinator/Basic Skills Specialist has to complete all reading assignments and attend all lectures himself, as well as prepare his class presentations and provide study guides and other information for his students.

Composition Specialist Program

To further assist students in developing their writing skills, a CAMP Composition Specialist is employed who conducts two "trial-run" essay-writing situations during each semester, designed to simulate as much as possible the end-of-course competency essays given in the Freshman Studies and English Departments. After each essay assembly, the Composition Specialist critiques the students' essays, using a special evaluation form, and meets with the students in individual conferences. The essays and evaluations forms are then distributed to the Freshman Studies and English tutors, who also review them with the students. Finally, the essays and forms are placed in the students' folders in the Freshman Studies/English tutoring room where they are available for use by students and tutors throughout the year. The Freshman Studies Coordinator/Basic Skills Specialist is immediately responsible for all aspects of this program, including recruitment, scheduling of assemblies, and scheduling of individual conferences.

This year our Composition Specialist has been Dr. James Skaggs. He holds a Ph.D. degree in English from Vanderbilt University, with a specialization in composition and rhetoric. He is also a former chairman of the Department of English, Language and Literature at the University of Science and Arts of Oklahoma and is presently a member of the English Department of the University of Texas at Austin. (For additional information on the Composition Specialist program, see his report herein.)

The academic results for the fall, 1981, semester indicate that the above-mentioned services of the CAMP Freshman Studies/Basic Skills component are helping students in their classwork and are aiding them in achieving significant academic progress. During the fall, 1981, semester, the cumulative grade point average (GPA) for CAMP students was 2.67, the highest achieved in any given semester throughout the entire ten-year history of the migrant program at St. Edward's University. Almost 40 per cent of the students attained a 3.0 or better GPA. The English results were especially satisfying, particularly in light of the fact that CAMP students by-and-large constitute a non-traditional student population (see table below). These outcomes reflect the hard work and dedication of the faculty and the CAMP staff and tutors and, most especially, of the students themselves.

GRADE POINT AVERAGES IN SELECTED ENGLISH CLASSES
Fall, 1981

Course	Grade Point Average	Number
English 7	3.07	27
Freshman Studies - English 10	2.43	44
Freshman Studies - Humanities 10	2.77	48

Evaluation of Composition Specialist Program - Dr. James Skaggs

Four diagnostic essays were written by CAMP students during the 1981-1982 academic year; two were written during the fall term, and two were written in the spring. A study of these essays reveals several interesting phenomena regarding the development of writing skills by the CAMP students. Without exception, all students demonstrated some progress. The median holistic score for Exam #1 (fall, 1981) was 3.0; the median score for Exam #4 (spring, 1982) was 4.5. The greatest progress occurred at the lower levels; that is, those students in need of remediation demonstrated even more progress (+1.5 - +2.0) than those who began with higher holistic scores and who, therefore, needed less assistance in order to complete their composition courses successfully.

Several areas still need additional exploration. Most of the composition problems facing CAMP students occur in the broad area we label idiomatic English. This area can only be clarified and the problem eradicated (or at least lessened) by a consistent, strong effort to insist on each student's developing both grammatical and idiomatic English skills. Perhaps even special classes or, possibly, enrichment workshops might be helpful. Overall, the one great need seems to be the need for more composition in all curricular areas. CAMP students must write more than other students in order to begin to bridge the "composition gap" that exists between them and the other students. They should keep daily journals, write evaluations of films and plays, view and then report on idiomatic English (such as TV news programs) as a special requirement - all these and more - in order to rise to a level truly equivalent to the regular University student.

CAMP students are intelligent, resourceful, and, when motivated, productive. It has been a pleasure to work with them for the past four semesters, and I look forward to working with them in the future.

STUDENT QUESTIONNAIRE

TUTORING:

(1) Have you ever had a tutor before the CAMP program? (20) yes (62) no

(2) Do you consider tutoring to be . . . (43) very important (37) important
(2) not important

(3) How many hours per week did you actually spend with your tutors? (0) none
(30) 1-2 (24) 2-3 (23) 3-4 (4) 5 or more

(4) In helping you determine what a teacher expected on your assignments and tests, your tutors were . . . (27) very useful (45) useful (5) not useful

(5) Did you spend most of your time with tutors . . . (36) working on assignments
(16)revising assignments (31) reviewing materials (12) preparing for tests
(2) other - please describe - be specific

(6) In your tutoring sessions, were your tutors . . . (64) always prepared
(15) sometimes prepared (1) never prepared

(7) How often did you prepare for your sessions? (30) always (50) sometimes
(1) never

(8) Did your tutor ever miss a session without letting you know? (15) yes (66) no

(9) If you answered the above question "yes," indicate how many times.
(5) once (7) twice (2) three or more times

(10) Do you think the scheduling of tutoring was . . . (1) too relaxed
(73) about right (7) too strict

(11) Do you prefer . . . (58) individual tutoring (5) group tutoring
(16) does not matter

(12) In which course did you find tutoring to be most helpful? All (17) English(45)
History(4) Math(7) Psychology/Sociology(8) Freshman Studies 10 (8)
Theatre Arts(0) Political Science(0) Accounting(4) Biology(3) Chemistry(4)
Criminal Justice(3) Religious Studies(1) Philosophy(0) Fortran(7)
Spanish(0) None(2)

(13) In which course did you find tutoring to be the least helpful? All(1)
English (5) History(6) Math(8) Psychology/Sociology(2) Freshman
Studies 10(1) Theatre Arts(2) Political Science(3) Accounting(0)
Biology(3) Chemistry(5) Criminal Justice(1) Religious Studies(3)
Philosophy(2) Fortran(3) Spanish(2) None(39)

(14) Did you find the CAMP Freshman Studies Review classes and materials to be . . .
(27) very helpful (16) helpful (3) not helpful (34) was not enrolled
in Freshman Studies 10

STUDENT QUESTIONNAIRE

COUNSELING COMPONENT:

(1) This is my: (14) 1st semester at SEU (68) 2nd semester at SEU (1) no answer

(2) Please indicate sex of counselor you would prefer to see: (18) male
(18) female (47) it does not matter

(3) I felt that the Enrichment Group meetings and evening rap sessions were:
(22) very helpful (45) helpful (19) slightly helpful (6) not helpful

(4) I felt that the CAMP class group meetings with CAMP counselors were:
(12) very helpful (35) helpful (28) slightly helpful (6) not helpful

(5) I learned about myself and my goals through individual and group sessions:
(23) yes, I learned a lot (40) yes, I learned somewhat
(19) no, I learned very little

(6) Please indicate your preference in ethnic affiliation of your counselor:
(2) Black (40) Chicano, Mexican-American (2) Anglo (37) it does not matter

(7) The counselor I saw was: (32) very helpful (35) helpful
(6) not helpful at all (9) no answer

(8) In general, how do you consider counseling? (27) very important (43) important
(6) not important at all (7) no answer

(9) Where do you usually meet with your counselor? (79) his/her office (0) dorm
(0) ReUnion (0) Cafeteria (0) campus grounds (0)other (1) no answer

(10) Has the counselor ever failed to be there for a scheduled meeting?
(7) yes (73) no

(11) Is your counselor easy to communicate with? (26) very easy) (33) easy
(17) somewhat easy

(12) With whom would you rather talk when you have personal problems? (38) friend
(3) teacher (10) parents (8) counselor (1) facilitator (6) other
(16) no answer

(13) When it comes to advice and suggestions on your career and future, to which of these would you be likely to turn for information and help? (4) classmate
(14) teacher/professor (23) counselor (7) parent (24) Academic Advisor
(16) person in career you are considering (5) other

(14) In what problem areas do you feel a counselor is most helpful? (25) academic
(14) social (3) family (25) career awareness (16) personal (0) other
(10) no answer

(15) In what problem areas do you feel a counselor is least helpful? (9) academic
(16) social (24) family (5) career awareness (16) personal (12) other

STUDENT QUESTIONNAIRE

COUNSELING (continued):

(16) Do you feel that seeing your counselor helped? (62) yes (20) no

(17) If you were to meet with a counselor, where would you prefer to meet?
(68) his/her office (3) dorm (1) cafeteria (6) somewhere on campus
(4) no answer

(18) In important confidential personal matters, do you feel you can trust and confide in your counselor? (54) yes (28) no

(19) Would you recommend your counselor to a good friend? (46) yes (7) no
(24) maybe (7) no answer

(20) While adjusting to college life during the first semester, do you think you should meet with your counselor: (28) once a week (29) once every two weeks
(16) once every month (9) no answer

(21) Now that you have been exposed to CAMP's counseling services, do you feel continued contact should be maintained? (51) yes (11) no (17) no answer

(22) Are you aware of the University counseling program? (40) yes (34) no
(4) no answer

(23) If CAMP counselors weren't available and you felt a need to see a counselor, would you set up an appointment with the SEU Counseling Office?
(56) yes (16) no (11) no answer

(24) How helpful do you feel the CAMP counseling program was in assisting you during the first and second semester of college? (27) very helpful
(39) helpful (12) slightly helpful (4) not helpful at all (0) no answer

(25) During your experience with CAMP you may have made some serious decisions about college and what it has to offer. Was your counselor: (17) very helpful
(40) helpful (19) slightly helpful (4) not helpful at all (1) no answer

STUDENT QUESTIONNAIRE

GENERAL QUESTIONS:

Questions 1 and 2 - read both questions before answering!

(1) I came to CAMP at St. Edward's University because it offered financial aid.
(54) yes (13) no

(2) I came to CAMP at St. Edward's University because it offered both financial assistance and counseling, tutoring and other supportive services.
(66) yes (10) no

(3) During high school, I enrolled in the pre-college curriculum (i.e. Algebra I and II, College English, Biology and Chemistry). (46) yes (30) no

(4) If I had not been accepted by SEU CAMP I would have entered college elsewhere.
(61) yes (9) no

(5) After I complete the CAMP program next semester, I am very concerned about:
(rank in terms of priority, 1 being the item most concerned about, 4 being the item least concerned about) Financial aid (59) A part-time job (10) Information regarding housing (0) Student services (i.e. tutoring, counseling etc.) (6)

(6) I plan to return to St. Edward's University. (53) yes (21) no
If your answer is "no," where will you be attending college or planning to work?

Concluding the student questionnaire, the students were asked what they liked most and what they liked least about CAMP at St. Edward's University.

Liked Most

"I met friends."
"The CAMP staff - size, friendly, personal, atmosphere, teacher-student communications."
"CAMP program facilities, classes and professors."
"The friendly people."
"The way SEU teachers get to meet each student personally makes it much easier on the student."
"Curriculum, classes, teachers and people; it's comfortable and secure; students can talk to instructors."
"Programs set forth for students' improvement."
"Location."

Liked Least

"Food, gossip, the cafeteria."
"The Religious Studies courses."
"Dorm living."
"Tuition and fees too high."
"The size."
"Strange students."
"Lack of things to do during the weekends and the food during the weekends."
"Expensive - and cafeteria food."
"Segregation at the cafeteria and the food."

Comments

" . . . appreciated the help CAMP gave me in my first year of college. I enjoyed CAMP and what it offers."
"SEU is well organized. But more activities to draw students of different nationalities together should be implemented."
"It's been great."
"CAMP is an excellent program which must continue. It gave me an opportunity to challenge my education values. Every minority student should attend CAMP to start out on the right foot."
"The CAMP program made it possible for me to go to college, and without it I don't know where I would be. It has helped out a lot and has inspired me to go on no matter what the cost is."

Tutor Program Description

The overall goal of the Tutoring Program is to provide each student with an academic support which enables him/her to successfully complete a course of study. Mandatory tutoring is required by the program. This component is directed mainly at student mastery of course content. It is also our intent to instill a feeling of confidence in a student and his ability to handle course work which may include specialized subject matter, skills, note-taking, exams and writing papers.

Duties of the Tutor Coordinator

The Tutor Coordinator is responsible for coordinating all of the activities relating to students and tutors within the tutor program. The Tutor Coordinator is also responsible for maintaining records of data pertinent to the program.

Generally, the objectives relating to the student include the following:

1. To provide each student with tutors in those subject areas in which the student needs assistance.
2. To monitor class progress in relation to the Tutor Program.
3. To monitor students during tutoring sessions.

Students were provided with tutors by meeting with the Tutor Coordinator in individual conferences. At that time, they signed up for their required number of tutoring hours in the disciplines of their choice.

Class progress is monitored through the use of faculty feedback. When feedback is received indicating student problems in a course, the Tutor Coordinator meets with both the student and the tutor to develop a plan of action. This may include additional tutoring hours. At mid-semester, students are allowed to "bargain out" of tutoring hours if they maintain a B or better average in a course.

Monitoring students during tutoring sessions includes checking attendance and tardiness and making sure students come to their tutoring sessions prepared to work.

The Tutor Coordinator also develops instruments and procedures for gathering data relative to the academic phases of CAMP. The data is then analyzed and reported. Data pertaining to students includes the effect of tutoring on academic performance (from weekly tutoring records), the number of students and tutoring hours per subject area, and the students' tutor questionnaire. The records maintained and data obtained which pertain to tutors include the tutor population, tutors and tutoring hours per subject area, student logs submitted and the tutor questionnaire. In regard to the overall Tutor Program, data is collected which shows the effect of tutoring on academic performance.

Tutor Population
In Disciplines Other than English

We began the fall 1981 tutoring program with 27 tutors. Three tutors were dismissed before the semester ended and this gave us a final number of 24 tutors. Twelve of the 24 remaining tutors were students who had been in CAMP their freshman year. These upperclassmen served as excellent academic role models for the new CAMP students.

TUTOR RESPONSIBILITY

When a tutor is hired by the CAMP program, he is given a job description and contract which outlines his duties and responsibilities. Conditions are stated clearly in regard to tutoring sessions, training sessions, and record keeping. Tutors are advised that their performance will be reviewed periodically and violation of any of the conditions and/or substandard performance is cause for termination.

Basically, the conditions are as follows:

1) To attend the sessions as scheduled;
2) To come to the sessions prepared;
3) To supplement classroom instruction;
4) To monitor student progress;
5) To report periodically on student progress;
6) To keep accurate records of hours worked per week;
7) To attend tutor training sessions as scheduled;
8) To conduct 50 minute sessions.

Tutors are notified to pick up their tutoring schedules three days prior to the beginning of tutoring for the semester. Each tutor for our program has a folder located in the tutoring room. In his folder he keeps such items as tutoring records, student logs, a course syllabus, and any other items he finds pertinent to his sessions. Any messages from the tutoring office or students also go into these folders. We ask that tutors check their folders at least once a day in case something important comes up unexpectedly.

FALL 1981

Subject Areas	Number of Students	Total Tutoring Hours
Biology	9	60
Chemistry	14	150
Computer Science	17	162
English	92	1981
History	24	168
Mathematics	49	438
Psychology	7	87
Religious Studies	2	14
Sociology	3	31
Social Work	7	41
Speech	8	26
Shorthand	3	11
Criminal Justice	8	71
Philosophy	1	10
Marketing	26	196
Economics	2	37
Accounting	2	9
Management	2	16
French	1	8
Spanish	62	466

Subject Areas	Number of Students		Total Tutoring Hours	
	Fall 1981	Spring 1982	Fall 1981	Spring 1982
Accounting	2	3	9	27
Biology	9	9	60	72
Business Law	0	1	0	8
Chemistry	14	13	150	100
Computer Science	17	26	162	133
Criminal Justice	8	22	71	112
Economics	2	1	37	19
English	101	81	2008	946
French	1	0	8	0
Health Education	0	1	0	4
History	24	14	168	93
Management	2	8	16	75
Marketing	26	11	196	54
Mathematics	49	24	438	124
Philosophy	1	0	10	0
Psychology	7	0	87	0
Religious Studies	2	4	14	25
Shorthand	3	0	11	0
Social Work	7	1	41	14
Sociology	3	13	31	68
Spanish	62	24	466	55
Speech	8	0	26	0

CAMP COUNSELING PROGRAM

Introduction

The counseling program was administered by two individuals during the 1981-82 academic year, one during the fall semester and the other during the spring semester. As a result, two separate counseling philosophies and approaches were introduced to the student.

Fall 1981 Semester

During this semester, the CAMP counseling component utilized a human development approach. In conjunction with this, a psychocultural approach to counseling minority students was developed and implemented. Both of these concepts were integrated to provide a unique and effective counseling program for CAMP's predominantly bilingual (Spanish/English) and bicultural migrant population.

As implemented, the human development approach is based on the fact that growth occurs in sequence as one goes through life experiences. Student needs were assessed at different points in the semester (arrival on campus, mid-term, end of semester) because needs are different at each point due to learning and past experiences. At each point, counseling techniques designed to provide the student with information and experiences were introduced.

Underlying this method of counseling is the reinforcement of the student's ethnicity and cultural identification. This was primarily accomplished by having an almost entirely bilingual-bicultural staff providing direct services to the students. This provides a culturally supportive environment from which the student can learn adaptation and survival skills in the new environment.

Additionally, cultural awareness and sensitivity sessions were provided to students in group and individual meetings. Films emphasizing the positive aspects of minority culture were shown and discussed. Self-awareness for a minority student necessarily means awareness and acceptance of his cultural heritage. The cultural conflicts inherent in a minority student's experiences must be resolved if adjustment is to be enhanced.

Coordination with other components within the program continued to be strengthened with the use of methods designed to monitor student functioning and a structure by which well-coordinated services were delivered to individual students. Students who began to show patterns of maladjustment to the academic and/or social environment at SEU were made priority students. Maladjusted behavior was defined in terms of attendance problems, tutoring problems, tardiness, dorm violations, academic problems, inability to get along with others, etc. Special report forms with input from all areas of the program provided weekly and up-to-the-minute data on these students. The data was reviewed by the staff at the weekly meetings and a "Student Action Plan" was developed which outlined the responsibility of each component in order to address the studen't problem in a unified, well-coordinated way. This prcedure continued to improve the effectiveness of services provided. Additionally, this procedure served to identify students who were developing negative behavioral patterns. As a result, the problem was addressed before it crystallized. This student action plan was revised weekly according to the student's progress.

Responsibilities

The primary responsibility of the CAMP counselor is to develop an interpersonal relationship with the student which fosters independence on the part of the student. The counselor assists the student in building the skills necessary for him/her to achieve academic, personal and social success. This involves the application of knowledge of migrants and their life styles, experience in higher education, and knowledge of counseling methods. Although the expertise of the counselor is geared primarily towards interpersonal areas, he/she must also be concerned with the integration of academic concerns within the student's total existence. The focus of the counselor's action is in helping the student toward self-determination and total growth.

In order to achieve the goals and objectives, the following plan of action was developed for the counseling component:

-Orientation of students upon arrival at SEU focusing on self-awareness and adjustment skills.

-Individual counseling focusing on self-awareness and development of long and short range goals (both educational and career) to assist the student in his/her overall adjustment to the university setting.

-Serve as an in-between with other university systems to assist the student in familiarizing himself with the university's networks.

-Gather data on each student with the purpose of assessing the student's level of academic and social functioning and help develop an individualized plan for the student.

-Coordination with other program areas with the purpose of providing more effective support services.

-Administration and interpretation of the Strong-Campbell Interest Inventory.

-Use of videotape equipment as a learning tool for development of self-awareness, values clarification and development of job interview skills.

-Utilization of individual and group meetings to foster career awareness and the relationship of career goals and academic goals.

-Provide the student with minority professional people as role models and to provide the student with realistic feedback in specific fields.

-Individual and group counseling.

All first-semester CAMP students were required to meet individually with the counselor once every two weeks. Individual counseling sessions are designed to teach, provide, or explore the following:

1. Values and goals clarification
2. Personal and emotional counseling
3. Crisis intervention
4. Cultural awareness
5. Problem-solving skills
6. Reality orientation
7. Skill in dealing with the environment
8. Emotional support
9. Dealing with stress
10. Career awareness exploration

Individual counseling sessions began when classes started. Values and goals clarification were initially stressed on a one-to-one basis to complement and integrate the Enrichment and P.A.L.C. sections of the program. Students were given more responsibility for their own adjustment after a good foundation was provided. After the counseling relationship was established, counselors were free to adjust the frequency of the meetings to adapt to students' needs.

Counseling Tools

The following tools were employed by the counselor in individual counseling sessions in order to assess the following: (1) the needs of the individual student upon initial entry into the program, and (2) strengths and weaknesses of the student. This information was utilized to develop an individualized counseling program for the student.

(1) Self-assessment questionnaire. This tool is composed of a series of scales which students use to evaluate themselves in ten areas relevent to school life. The scales include items such as time management, self-expression, self-esteem, decision-making, problem-solving, etc. Students rate themselves on a scale of one to ten for each item as they are now and as they would like to be. This self-assessment questionnaire serves three purposes:

(a) It is a counseling tool discussed with each student during individual counseling. The traits are actually coping and survival skills needed by students to maximize their development. For example, if a student rates himself low on time management, a necessary skill in college, then this is explored (Why is time management important? Why does the student rate himself low? What have been past problems with this? How can it be changed?).
(b) The second purpose is to get an average measure of what student needs are for the purpose of directing services to these areas.
(c) Finally, this questionnaire has the potential to be used as a pre- and post-test of academic and personal growth as measured by the student.

(2) Strong-Campbell Interest Inventory. This widely used career and personal interest inventory is given to all CAMP students. A narrative report is received for each student. The counselor interprets the analysis for each student. This instrument provides the reader with information about the student's interest in many career and occupational areas as well as comparing each student's response pattern with professionals already employed in each field.

(3) Data sheet. This tool, besides having pertinent student information, also has a section in which the counselor assesses the student on eleven different traits of personal adjustment and skill. This information is shared with the student along with the rationale for the specific rating. Both then work out a plan on weak areas.

(4) Cultural assessment questionnaire. This questionnaire is used to assess the Mexican-American student's familiarity and attitudes toward different aspects of his/her ethnicity. Additionally, a test was developed to assess Black students' familiarity with some aspects of their cultural experience. This is done to help the student develop a strong sense of self. For a minority student, this necessarily means a strong sense of ethnic self (and self-acceptance).

(5) Off-CAMP survival skills handbook. Due to the many interests and needs of the students, the counseling component designed a handbook on off-CAMP survival skills. The information provided in the handbook dealt with prevalent concerns in financial aid, housing (both on and off campus), leasing, job hunting, business office, and the free health services available.

Spring 1982 Semester

A new CAMP counselor was hired effective February 2, 1982 to fill a vacant position created by the departure of the other individual. The new counselor was hired to provide a variety of counseling services to a population of 88 migrant students. The counselor had to decide whether to continue with the pre-established

Additionally, first-semester students were seen for an extra counseling session each month to comply with contract requirements. Students who were diagnosed as having difficulty were encouraged to schedule extra counseling time. Finally, crisis intervention type services and some office hours were available to the student to use for special circumstances (problems in the dorm, problems with a friend, etc.).

The elaborate analysis of data which was presented in last year's report was not completed due to programmatic limitations (only one counselor for 88 students). This is unfortunate because such information is invaluable to reports such as this. At present, consideration is being given to engaging the assistance of a graduate student in order to continue with such analysis.

DORM LIFE

The dorm life provided the CAMP students residing in the Halls with a wealth of resources for personal development. By being exposed to students of other cultures and to a diversity of lifestyles, the students gained cultural awareness and an appreciation of their own uniqueness as well as knowledge, appreciation and acceptance of cultures unlike their own. The students also developed their interpersonal skills by interacting and co-existing with other students. The students adjusted to an environment totally outside of their previous experience; thus dealing with the "cultural shock" phenomenon successfully, thanks to the efforts of the Residence Hall staff.

The Head Residents had much personal contact with the students in their Halls and worked very closely with them. They were able to assist the CAMP students in adjusting promptly and successfully to dorm life by monitoring the students; adjustments through their own observations and through coordinated feedback with the CAMP counselors. Counselors and Associate Director met monthly with dorm staff to discuss student adjustment in the residence halls. Other meetings were held as the need arose. Counselors developed a Dorm Feedback Form which was used to inform dorm staff of actions and services in regard to specific students and dorm incidents. In this way, it was possible to keep up to date on student adjustment and provide services to students when indicated.

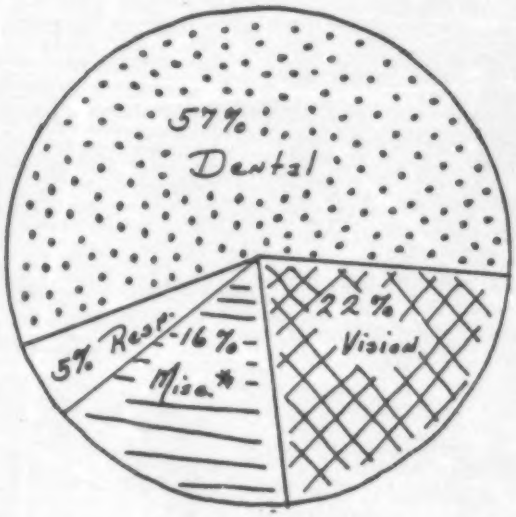
MEDICAL SERVICES

Many CAMP students have had no previous medical attention. Therefore, one of the major areas of service provided by the Student Services component is health service. Students are assisted in obtaining a clinic card to cover medical costs not covered by student insurance.

CAMP students are given physical exams soon after their arrival. Those who require further assistance are referred to physicians for treatment. The CAMP staff works closely with SEU Health Center personnel. This work assists in coordinating and monitoring medical services. Among these services are included Health Education Program information useful to the students' personal development.

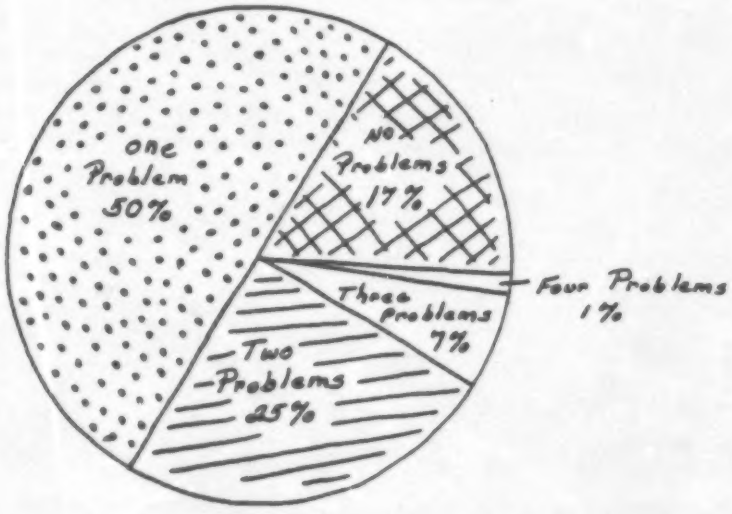
CAMP FALL 1981 PRE-PHYSICALS

Physicals were done on 95 incoming CAMP students for the Fall 1981 semester. 121 medical problems were identified. They are as follows:

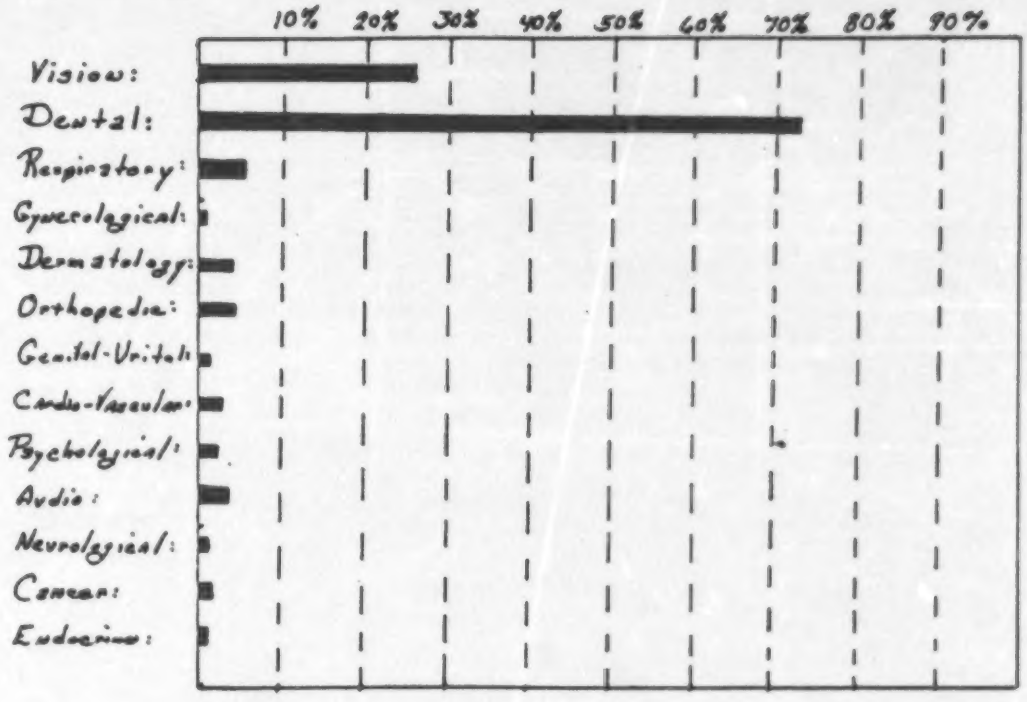


Types of medical problems

* Misc. includes gynecological, dermatological, orthopedic, genital-urinary, cardio/vascular, psychological, auditory, neurological, oncology and possible endocrine. Each catagory ranged from 1 to 4% of the problems.



Number Of Medical Problems Per Student



Percentage of Students per Medical Problem

Vision: 26 students (27% of all) - 19 were referred for eye examination. 18 of these were prescribed glasses. The one student not having glasses prescribed was post stabismus surgery and glasses would not be helpful. One student refused to be referred for an eye exam. She insisted that she wanted contact lenses and would get services on her own. 6 students had glasses already and required no further assistance at this time.

Dental: 68 students (72% of all) - 93 students were screened by two dentists from the University of Texas Dental School in San Antonio. Two students refused to be screened. 30 students (identified as having the most urgent Dental needs were sent to the University of Texas Dental School for services. Some students requirred two and three visits. 23 of the 30 were completed. The 38 students who were not sent to the Dental School plus the 7 who were not completed at the Dental School, have recieved Brackenridge Clinic Cards and have referred to the South Austin Neighborhood Center for dental care.

Respiratory: 6 students (6% of all) - One is an asthmatic and has been referred to the Brackenridge Clinic and TRC for services. One has chronic tonsilitis which may require surgery. He has been referred to the Brackenridge Clinic for evaluation and services. One was a new convert to the TB Skin test and has been seen at the City Health Department TB Clinic. He is now on medication for

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one year as a prophyllactic measure. 3 are old positive reactors to the TB Skin test. They have been sent for chest x-rays which all have been negative

Gynecological - 1 student (1% of all) - This student have a pelvic infection and was referred to Planned Parenthood where she had been treated previously.

Dermatological: 4 students (4% of all) - 3 have been treated by private physicians and 1 is being treated at the Student Health Center.

Orthopedic: 4 students (4% of all) - This includes a variety of old injuries which are being treated at the Student Health Center and/or referred to the Brackenridge Clinic.

Genital/Urinary: 1 student (1% of all) - This student has VD. He has been referred to the City Health Department VD Clinic for treatment.

Psychological: 2 students (2% of all) - 1 student has been referred to TRC for evaluation and services. The other is being monitored by the CAMP councelor and may need referral as needed.

Cardio/Vascular: 3 students (3% of all) - 2 students have murmurs. One of these has been referred to TRC and the other will be monitored at the Student Health Center as needed. The third student has the Sickle Cell Trait and has been referred to the Holy Cross Sickle Cell Clinic for education and counceling.

Auditory: 3 students (3% of all) - 2 students have been referred to the UT Speech and Hearing Clinic for evaluation. The third students will be monitored at the Student Health Center as needed.

Neurological: 1 student (1% of all) - This student is an epileptic and has been referred to the Brackenridge Clinic and TRC for evaluation and treatment.

Oncology: 1 student (1% of all) - This student has been treated for fibrosarcoma without metastasis. This student has been referred to TRC for evaluation.

Endocrine: 1 student (1% of all) - This student had glucosuria during his pre-phyical and then again with retesting. Blood test have shown to be negative.

Gastro-Intestinal: None

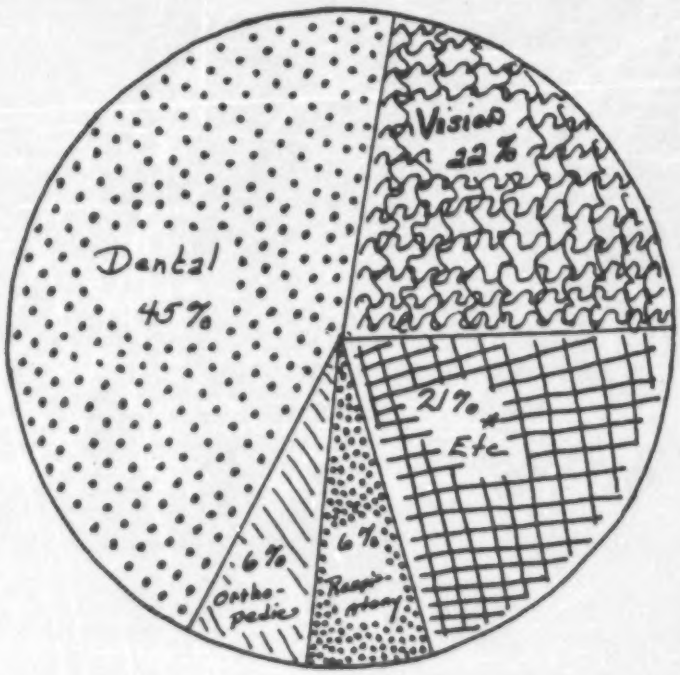
Anemia: None

Twenty students showed mild hypertension during their pre-physical. Fifteen of these students had normal blood pressures when they were repeated. Five of these students have not returned for repeat blood pressures.

END OF THE SEMESTER REPORT CAMP FALL 1981

HEALTH SERVICES

During the Fall 1981 semester, 96 incoming Camp students received physicals. There were also 11 returning second semester students, totaling 107 CAMP students. During the semester 163 medical problems were identified.



Types of Medical Problems

*Etc. includes: Gynecological 1%
Gastro-Intestinal 1%
Dermatological 4%
Genital/Urinary 2%
Cardio/Vascular 2%
Psychological 2%
Audio 2%
Neurological 2%
Endocrine 2%
Oncology 1%

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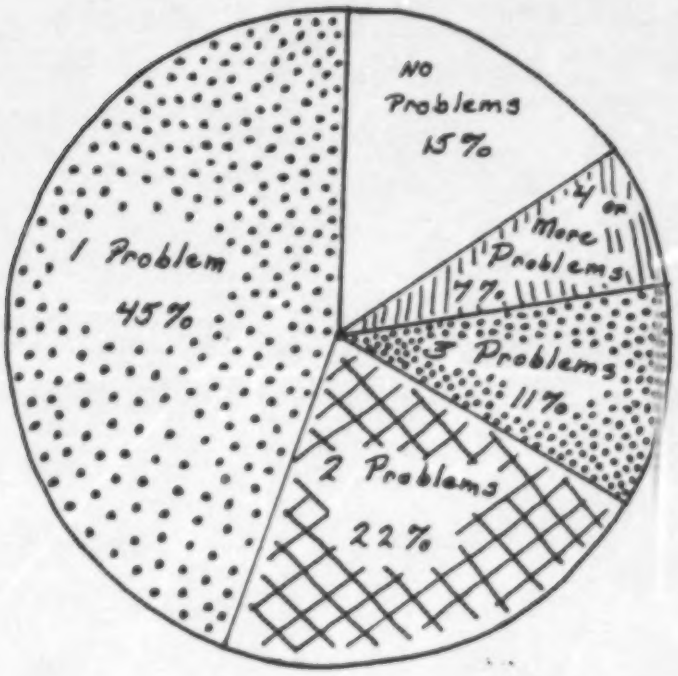
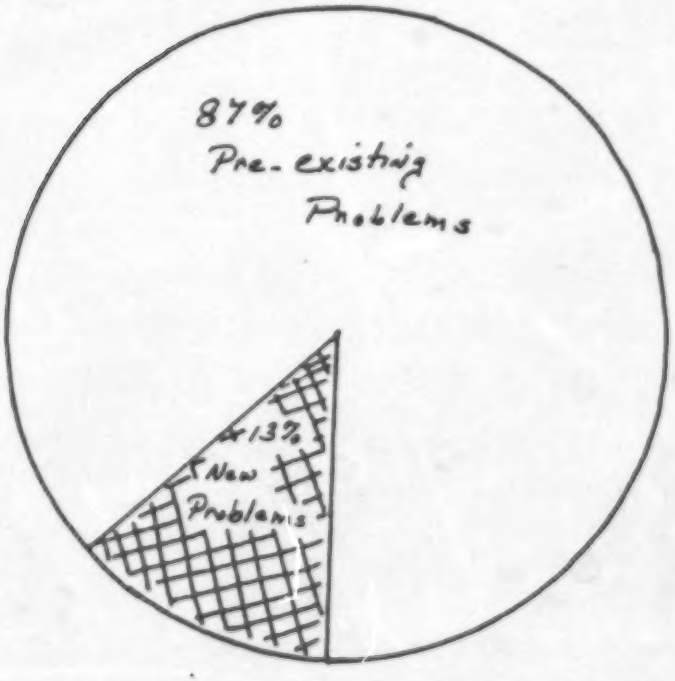
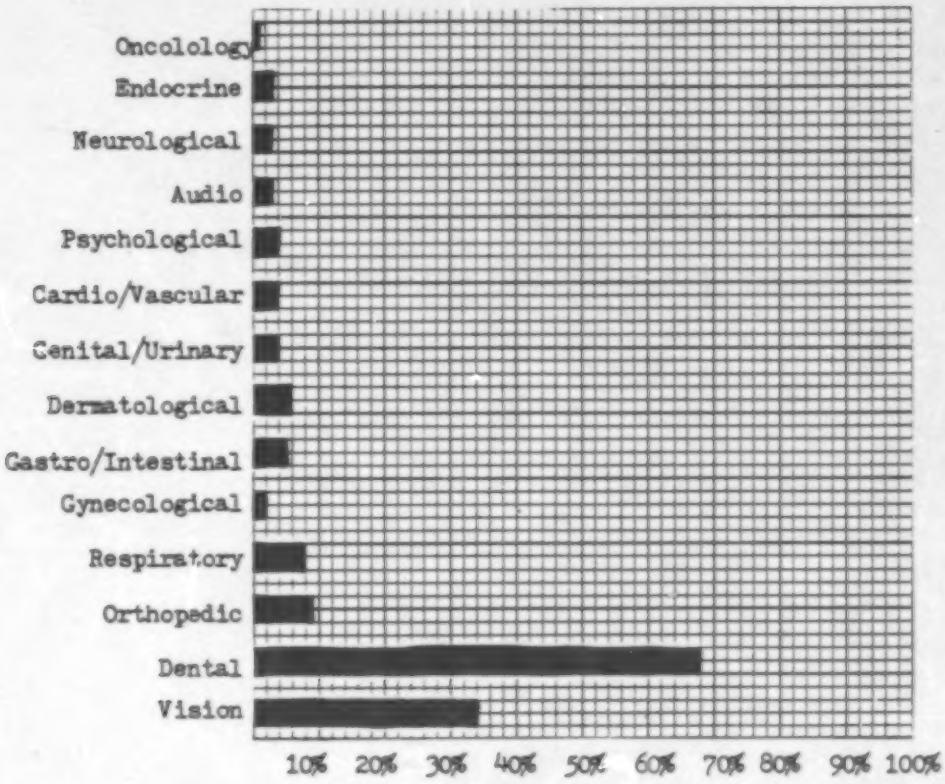


Number of Medical Problems per Student



Pre-existing vs New Problems Identified

Percentage of Students with Each Type of Medical Problem



Types of Medical Problems and How They Were Cared For

Vision: 36 Students. 28 students failed the eye screening or complained of various eye problems. These were referred for eye examination by an opthalmologist. 3 of these students did not keep their appointments. Of the 25 students who were examined by the opthalmolgist, 19 were treated with glasses. One student had surgery for the correction of strabismus. 8 students with vision problems had resently been examined and treated. Therefore they did not require any follow up at this time.

Dental: 73 Students. 94 first semester students were screened during Enrichment by two Dentist from the University of Texas Dental School in San Antonio. 2 students refused the screening. Of the 94 who were screened, 72 were identifed as having dental problems. 31 students identifed as having top priority were taken to the University of Texas Dental School in San Antonio during Enrichment for treatment. Some of these students made two or three trips. 11 of these 31 students were unable to have their dental work completed in San Antonio. They were referred to the South Austin Neighborhood Center to have this work completed. The remaining 41 students, with lower priority, were referred to the South Austin Neighborhood Center. It is not known how many of these students actually did follow up with their dental needs. One student left the program before any dental work could be done.

Orthopedic: 10 Students. 3 students were treated and or monitored at the Student Health Center for pre-existing problems. One was referred to the South Austin Neighborhood Center. 6 were referred to private physicians for treatment. One of the 6 did not keep his appointment. Of the 6, 4 were trama related (including one leg fracture), 1 was found to have a spinal deformity and 1 is presently in the process of being evaluated for a cystic leison of the femur.

Respiratory: 9 Students. 6 were treated and/or monitored by the Student Health Center. This includes 4 with previous positive TB Skin tests and 2 with bronchitis. One was referred to the City Health Department TB Clinic for evaluation following a positive TB Skin test. 2 students were referred to the South Austin Neighborhood Center for pre-existing problems, including asthma and chronic tonsilitis.

Gynecological: 2 Students. One was referred to Planned Parenthood where she had been previously treated. The other was referred to a surgeon for evaluation of a cystic leison of the breast.

Gastro/Intestinal: 5 Students. 3 students were treated and/or monitored by the Student Health Center for hemorrhoids and irritable bowel syndrome. One was referred to the South Austin Neighborhood Center for evaluation of chronic abdominal pain. One student was referred to a surgeon for evaluation of a hernia. Surgery was not requirred.

Dermatological: 6 Students. 2 students were treated at the Student Health Center. 4 students were referred to private physicians for treatment.

Genital/Urinary: 3 students. One student was referred to the City Health Department VD Clinic for treatment. 2 students were referred to private physicians for evaluation of kidney stones.

Cardio/Vascular: 4 Students. 2 with cardiac murmurs are being monitored at the Student Health Center. One was referred to the Holy Cross Sickle Cell Anemia Clinic for counceling requarding the sickle cell trait. One left the program before she could be evaluated reguarding a "bleeding tendency."

Psychological: 5 Students. One student with a previous history of psychological problems was referred to the Texas Rehabilitation Commission. 2 students are being counceled by the psychologist on campus. One student left the program before any treatment was initiated. One student has very resently displayed problems. The plan is to refer this student to the psychologist when the student returns next semester.

Audio: 3 Students. One student is being monitored at the Student Health Center for a previously perforated tympanic membrane. One student has been evaluated at the UT Speech and Hearing Clinic for deminished hearing. This student has also been treated at the Student Health Center in coordination with the UT Clinic. However this student has not returned for final evaluation at the UT Clinic. The third student has not followed up for evaluation of a possible hearing problem. This hopefully will be done next semester.

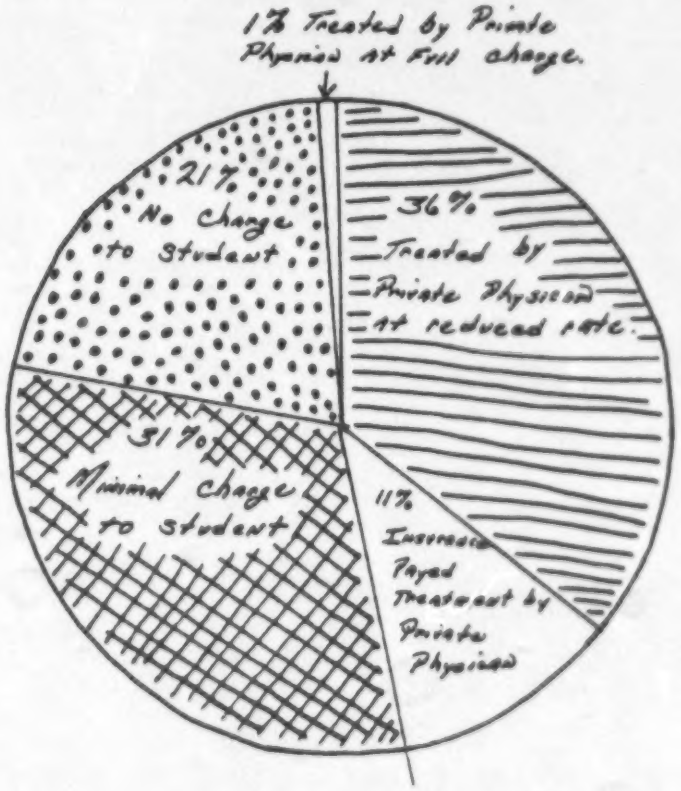
Neurological: 3 student. One student has been referred to the South Austin Neighborhood Center for treatment of epilepsey. One student is being treated at the UT Speech and Hearing Clinic for a stuttering problem. The third student was monitored at the Student Health Center for Trigeminal numbness.

Endocrine: 3 students. 2 were referred to private phsyicians for evaluation and treatment. This included one with Fanconi's Syndrome and one with hormonal imbalance. The third was evaluated at the Student Health Center and no treatment will be necessary.

Oncological: one student. This student is being monitored at the Student Health Center for any reoccurance of fibrosarcoma. He has also been referred to the Texas Rehabilitation Commission for further assistance.

There were two hospitalizations during the semester. One student had a severe asthma attack. The second had eye surgery.

96 CAMP Students applied for and received Brackenridge Clinic Cards. This enabled them to receive services at the South Austin Neighborhood Center or any other City Clinic. The charge for being seen at these clinics is only $2.00 per visit. This price includes all medication. 3 students did not keep their appointments to apply for a Clinic Card. Two employees of the City Clinics came to CAMP to take the applications from the students. In the past the students have had to go to the City Clinics to apply.


1% Treated by Private Physician at Full charge.
21% No Charge to Student
36% Treated by Private Physician at reduced rate.
31% Minimal Charge to student
11% Insurance Payed Treatment by Private Physician

Expenses for Medical Services

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Health Programs Presented During the Fall 1981 Semester

August 13, 1981 - Sexuality Values Presentation including the movie "Teenage Father."

August 18, 1981 - Venereal Disease Presentation including the movie "V.D.: Old Bugs, New Problems."

August 19, 1981 - Birth Control Prsentation including the movie "Birth Control: The Choices."

September 10, 1981 - Blood Pressure Screening.

November 12 & 19, 1981 - Three movies shown: "You Can Do Something About Acne," "How to Catch a Cold," and "Soap, Scents and the Hard Hard Sell."

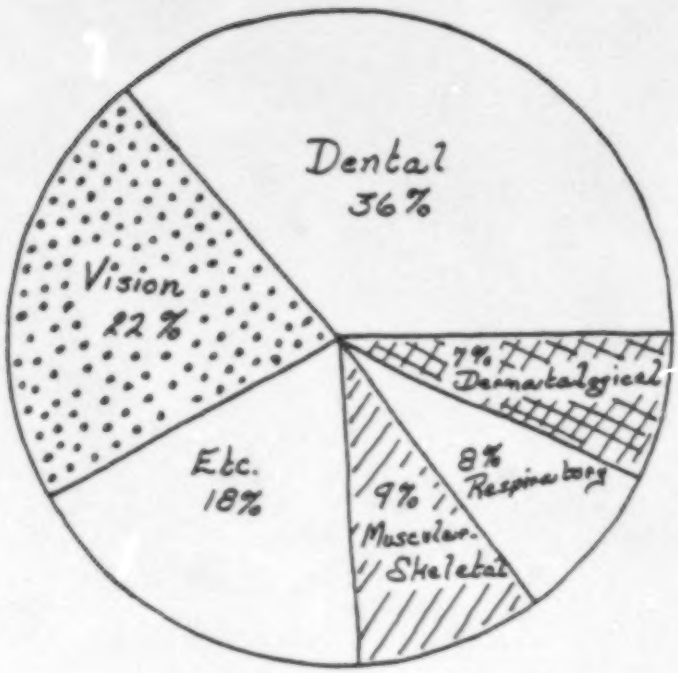
Number of visits for medical services during the Fall 1981 Semester:

Health Center:	337
CAMP Office:	174
	511
Average per student:	4.8
Range:	1 to 14

Referrals during the Fall 1981 Semester:

On Campus - psychologist:	2
Austin Radiological	7
Brackenridge Clinics	57
Brackenridge Emergency Room	2
Dr. Howerton (eye exams)	25
Minor Emergency Center	4
Planned Parenthood	2
South Austin Optical	24
City Health Department	2
Private Physicians	14
T.R.C	4
UT Dental School	36
Etc	1
	180

TYPES OF MEDICAL PROBLEMS



There were 277 medical problems identifed during the 1981-1982 school year. This does not include any minor illnesses, such as viral syndrome, acne, sprained ankles and the like.

Dental: 36% of medical problems. 82 students. There were a larger number of dental problems identified this past year. This was because during the Fall Enrichment Period, two dentists from the University of Texas Dental School in San Antonio came to the SEU Campus and screened all incoming CAMP students. Those being identifed as having the most need were sent to the Dental School in San Antonio for treatment. Unfortunately, funding has not permitted this screening and treatment to be continued.

Vision: 22% of medical problems. 50 students. 34 students were examined by an opthalmologist and found to need glasses. 4 students were examined by the opthalmologist and found not to need glasses. 11 students already wore glasses which they had been prescribed for them within the year. They passed they vision screening and were not sent for an eye examination. 1 student was found to have strabismus for which she had corrective surgery.

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Etc.: 18% of medical problems. This includes the following:

Endocrine: 2% of medical problems. 5 students. One with Fanconi's Syndrome, one with a prolactin imbalance, two with enlarged thyroid glands and one with glucosuria.

Cardio/Vascular: 3% of medical problems. 7 students. One student with a cardiac murmur, one with a congenital heart defect, three with anemia, one with the sickle cell trait and one claiming to have a bleeding tendency. Testing was not completed on this last student as she left the program early.

Neuro/Psychological: 4% of medical problems. 10 students. One student with epilepsy, one with a stuttering problem, one with facial (trigeminal) numbness, one with a ganglion of the wrist (which responded to conservative treatment, not requiring surgery) and the remainder having persistent somatic complaints due to stress.

Auditory: 3% of medical problems. 6 students. One student with a ruptured ear drum, one with a severe ear infection and four with hearing deficits. Only one of the four will require hearing assistance.

Gynecological: 1% of medical problems. 3 students. One pregnancy and the other two with various menstral problems.

Gastro/Intestinal: 3% of medical problems. 7 students. Two with irritable bowel syndrome, two with hemorrhoids, one with possible parasite (refused testing), one with intestinal bleeding (left the program before testing could be done) and one post appendectomy.

Oncologic: 1% of medical problems. 2 students. Both of these students with cancer. One was diagnosed and treated before entering the program. The other was diagnosed during the Fall semester and is now undergoing treatment at M.D. Anderson Hospital.

Genital/Urinary: 1% of medical problems. 2 students. One student with kidney stones, the other with venereal disease.

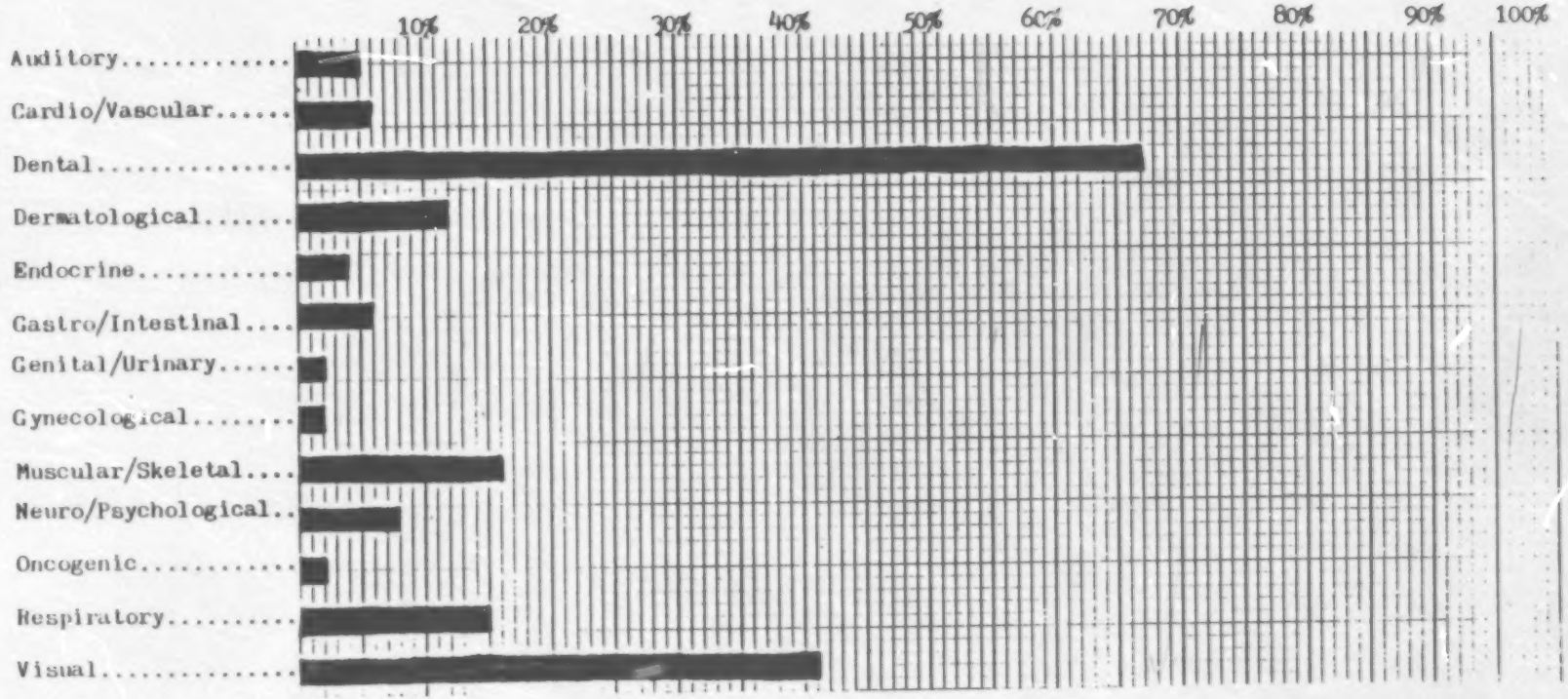
Muscular/Skeletal: 9% of medical problems. 20 students. Two students with arthritic type illnesses, two with birth defects and the remainder with trama related injuries.

Respiratory: 8% of medical problems. 18 students. One with asthma, one with chronic allergies, nine with various infections (including bronchitis and Strep Throat), three having positive TB Skine tests (being treated by the TB Clinic) and four old positive TB reactors (requiring chest films.)

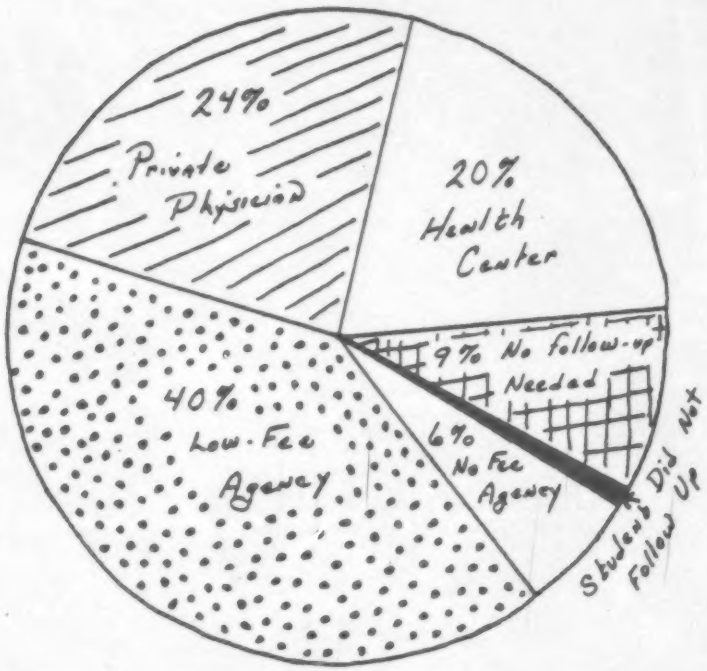
Dermatalogical: 7% of medical problems. 15 students. This includes a variety of persistant problems, requiring treatment.

There were only three CAMP students hospitalized during the 1981-1982 school year. One requirred surgery. One was admitted for observation. One was admitted for treatment of asthma.

PERCENTAGE OF STUDENTS WITH SPECIFIC MEDICAL PROBLEMS



How These Medical Problems Were Handled



Private Physican 24%: 54 cases. These were all screened in the Student Health Center initally. Some of these were seen by the Health Center Physcians and testing was done before they were referred to specialists.

Health Center 20%: 45 cases. These were all cared for totally by the Student Health Center.

No Follow-up Needed 9%: 20 cases. In all of these cases it was beneficial to be aware of these problems as possibly needing treatment in the future.

Student Did Not Follow-up 1%: 3 cases. These students decided that they did not want their medical problems taken care of at this time. Every effort was made to make the student aware of the need for treatment.

No Fee Agency 6%: 15 cases. These are agencies where no payment is required for services. This includes the Texas Rehabilitation Commission and the City Health Department Clinic (TB Clinic and VD Clinic.)

Low Fee Agency 40%: 90 cases. These were screened at the Student Health Center and referred to low fee agencies for testing and treatment as needed. By low fee agency is meant an agency where the student is required to pay for services but the charge is minimal. This includes the South Austin Neighborhood Clinic where the student with a Clinic Card pays $2.00 for a visit. At Planned Parenthood and the UT Sppech and Hearing Clinic the charge is by a sliding scale depending on the individuals income.

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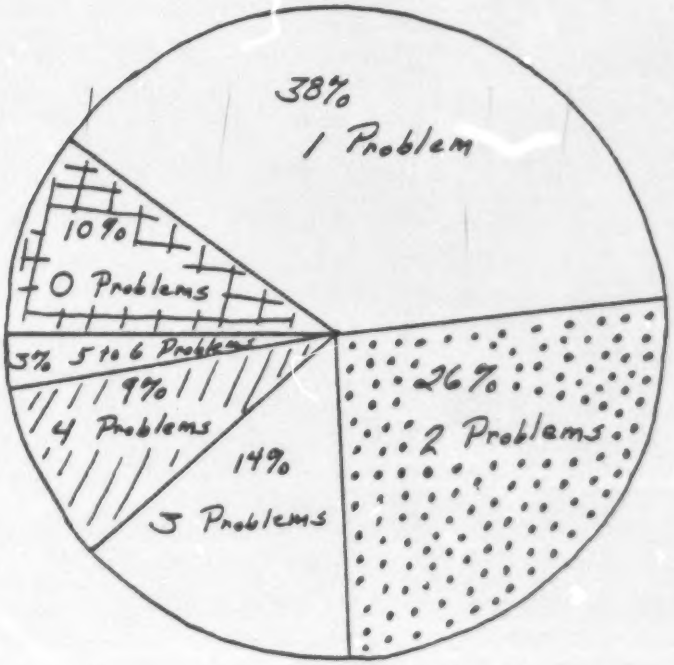
Insurance

Of the 227 identified medical problems, in only 53 cases (23% of the problems) was the insurance applicable. Of these 53 cases, in only 33 cases (15% of all medical problems) an insurance claim was actually filed. It was not necessary to file in all 53 cases because these problems were handled in the Student Health Center and no lab work was required.

This left 174 problems where payment had to be found. The insurance would not help pay for testing and treatment for these problems because they were either pre-existing, dental and psychological problems.



Number of Medical Problems per Student

Average: 1.8 per student

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REFERRALS

36 Eye Examinations: These were predominantly to Dr. E. Howerton to determine if glasses were needed.

33 South Austin Optical: These were for glasses. CAMP students are given a 15% discount. An $85.00 limit was set, so the students would not get too extravagant.

174 Clinic Cards: 63 students applied for and received their cards both semesters. 49 students applied only one semester. 11 students did not apply. All students were given an appointment for application. Two staff members of the Eligability Section of the South Austin Neighborhood Center came to the CAMP office for these applications.

82 Brackenridge Clinics: These were for students with Clinic Cards. These students were seen at the South Austin Neighborhood Center and the Brackenridge Hospital Emergency Room.

5 Texas Rehabilitation Commission:

4 City Health Department: This was for the TB and VD Clinics.

3 Audio Screening: This was in conection with Health Awareness Day sponsored by the Student Health Center on the SEU Campus.

32 UT Dental School in San Antonio: This was during the Fall Enrichment 1981.

13 Austin Radiological: These were referrals from the Student Health Center for x-rays. They were predominantly for trama related incidents.

3 Planned Parenthood: For birth control. The Student Health Center counsels students on birth control but does not prescribe it.

1 Holy Cross Sickle Cell Clinic: For counseling on the Sickle Cell Trait.

5 Minor Emergency Center: For emergency care when the Student Health Center was not open.

19 Private Physicians: These were for problems that could not be handled by the Student Health Center.

1 University Counselor: This was during the time in which CAMP did not have a counselor available for the students.

412 Total

*An average of 3.3 referrals per student.
Actual range: 0 to 9 referrals.

Number of Visits for Health Services

A total of 767 visits were made by CAMP students to the Student Health Center to see the nurse or to the nurse's CAMP office during the 1981-1982 school year. This averages out to 6.2 visits per student. The range was 1 to 21 vists.

There were 62 visits to see the Health Center physicians. These students were seen initially by the nurse and referred back to see the doctor.

Health Programs

Week of August 10, 1981: 90 physicals completed on incoming CAMP students.
" " August 17, 1981: Presentations on VD, Birth Control and Values.
" " September 7, 1981: Blood Pressure Screening.
" " September 21, 1981: Clinic Card Application.
" " September 28, 1981: Clinic Card Application.
" " November 16, 1981: Films on drug alternatives, acne, general hygiene and "How to Catch a Cold."
" " January 17, 1982: 16 physicals on incoming CAMP students. Presentations on VD and Birth Control.
" " February 21, 1982: Films on Emergency First Aid, Weight Control, Drug Abuse and Nutrition.
" " March 1, 1982: Clinic Card Application.

There were plans for anemia and blood pressure screening in the Spring semester, however the nurse was not available to complete this. It was suggested that the students come to the Student Health Center for this.